DOCUMENT RESUME

ED 275 925 CG 019 457

TITLE	School Counseling Programs: A Resource and Planning Guide.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE	86
NOTE	137p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Counseling Objectives; Counselor Certification; *Developmental Programs; Elementary School Students; Elementary Secondary Education; *School Counseling; *School Counselors; *School Guidance; Secondary School Students; *Student Development
IDENTIFIERS	Wisconsin

ABSTRACT

This is a guide to a systematic approach to school counseling called the Wisconsin Developmental Guidance Model (WDGM). The introduction states that this model is based on the recognition that all pupils pass through specific developmental stages as they mature. The stated goal is to prevent problems by providing students with age-appropriate skills and information through instruction, group interaction, and individual counseling. The guide includes four sections. The first section is an overview of the WDGM with specific developmental competencies listed for elementary, middle/junior high school, and high school students. The second section describes resources for building a comprehensive guidance program, the role of the school counselor, and staffing and materials. The third section on planning and implementation discusses developmental competencies and resource management, exceptional educational needs, and contemporary issues. The fourth section is a 71-page appendix which includes such things as a program profile, counselor certification requirements, American School Counselor Association Ethical Standards for School Counselors, sample program assessment instruments, a 22-item bibliography of suggested counselor resources, and a 25-item WDGM bibliography. (ABL)

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School Counseling Programs

A RESOURCE AND PLANNING GUIDE

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This publication is available from
Publications Sales Office
Wisconsin Department of Public Instruction
125 South Webster Street
Post Office Box 7841
Madison, WI 53707

Bulletin No. 6520

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"Thou wert our guide, philosopher, and friend"

—Alexander Pope

Dedicated to the memory of Jerome L. Henning
1935-1985
Supervisor–Counseling and Guidance
Wisconsin Department of Public Instruction
1980-1985

Foreword

"Children are failing to learn not because they lack ability, but because they lack encouragement and support. These are preventable tragedies in thousands of young lives."

This concern was expressed in the report on a recent two-year investigation carried out by the College Board Commission on Pre-College Guidance and Counseling (1986). The commission suggested that the most viable response to the problem was planning and implementing broadly based developmental and preventive school counseling programs. Such programs, the commission recommended, should be designed to help students more directly with readiness for and ability to achieve in school. They should also help prepare students to pursue meaningful post-high school aspirations.

Motivated by a similar concern, staff of the Wisconsin Department of Public Instruction and the State Vocational Advisory Committee began in 1984 to examine the school counselor's role and the design of a more contemporary school counseling program to meet the needs of Wisconsin students in kindergarten through 12th grade (K-12). *School Counseling Programs: A Resource and Planning Guide* is the product of that endeavor.

Developmentally based school counseling programs are structured to parallel the identifiable developmental stages children go through as they mature. Programs that systematically address the learning, personal/social, and career developmental needs all pupils have at the various developmental stages are preventive programs. They are based on the realization that students who acquire related competencies will have more skills and personal resources upon which to draw as they deal with their own growth, learning, and maturation.

The Wisconsin Developmental Guidance Model (WDGM) presented here is designed to provide a framework. Wisconsin school district personnel can use it to build a school counseling program that can meet students' developmental needs well enough to enable them to take on the challenges of today and the future with a more complete set of personal/social, learning, and career development skills. The WDGM framework is organized in three levels to show how a program can be expanded from a reactive to more preventive approach. This can be accomplished by moving from counselor-based to counselor/school/ community-based organization using increasing levels of school and community resources.

Each school district will undoubtedly use the WDGM differently, depending on the status of the current school counseling program. Personnel in all school districts are encouraged to examine the benefits of establishing a school counseling program that will systematically meet student needs at the developmental stages and with the levels of services described in the WDGM. The WDGM can provide an effective structure and vehicle for integrating into the program others in schools and communities whose skills can be used to help with the guidance of Wisconsin youth.

Children who are comfortable with themselves, who understand the school and its expectations, who begin to explore the world of work at an early age, and who are prepared for the challenges of growing up in a rapidly changing society are children who will find learning easier, entry into the world of work smoother, and metamorphosis from child to successful adult less difficult. The basic premise of this book is that students in a school which offers a developmentally based K-12 guidance program will have a better chance of doing all these things.

Herbert J. Grover
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Vocational Education Act (PL 94-482) Vocational Guidance
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Education for All Handicapped Children Act (PL 94-142)
Assistance for Alcohol and Drug Abuse Programs (Wisconsin Statute 115.36)
Chapter 2, Education Consolidation and Improvement Act (PL 97-35),
Truancy and Dropout Prevention Project

Wisconsin Department of Public Instruction

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Introduction

The Wisconsin Department of Public Instruction believes that the learning, personal/social, and career development needs of students in the state's public schools can be more effectively met with a kindergarten through 12th grade (K-12) guidance program that systematically and comprehensively addresses developmental stages which students experience as they progress through school.

This systematic approach, called the Wisconsin Developmental Guidance Model (WDGM), is based on the works of Benjamin Bloom, Erik Erikson, Robert Havighurst, Lawrence Kohlberg, Abraham Maslow, Jean Piaget, and others (see Appendix J). The model is based on the recognition that all pupils pass through specific developmental stages as they mature. What happens or fails to happen to children/adolescents developmentally will more than likely determine lifelong attitudes toward learning and help or hinder the acquisition of skills, attainment of career goals, and evolvement of satisfactory attitudes about self, society, family, and career. Wisconsin school guidance programs must be structured to anticipate the personal/social, career, and educational needs of pupils and ensure that these needs are met. Such an approach stresses prevention of problems by providing students with age-appropriate skills and information through instruction, group interaction, and individual counseling.

There are numerous human resources in schools and communities to draw upon. A systematic approach to guidance can help make certain that the skills of the counselor are used to optimum advantage; that the invaluable work of psychologists, nurses, and social workers interfaces with the guidance program; that the classroom teacher's already important guidance role is strengthened; and that parents and other community resource people are kept informed and urged to participate more actively in the education of children. Parents have a particularly important role to play, as their guidance of children begins before and continues after the school experience. Family assistance and encouragement are critical as children develop thoughts and ideas about career choice, learning, themselves, and others. Thus, guidance of pupils as they develop personally, socially, occupationally, and educationally is the responsibility of the entire K-12 staff, parents, community, and local business and industry personnel.

A comparison of traditional school guidance efforts with more contemporary developmental guidance programs is shown below. In this comparison, the emphasis shifts from working with individuals to working with all students, from remediation to prevention, and from unplanned/unstructured to systematic/accountable.

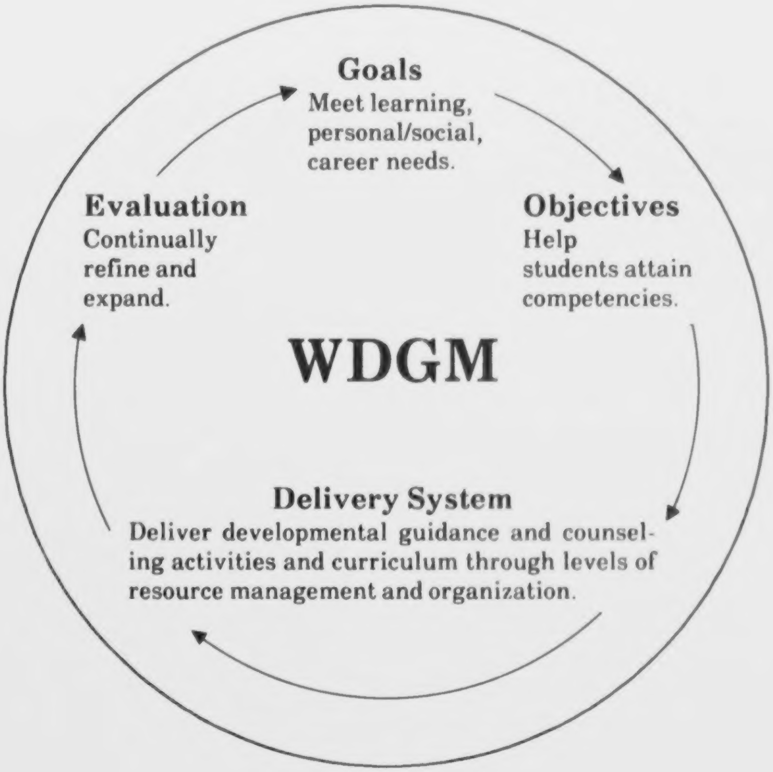
Traditional	Developmental
Crisis Counseling	Preventive Plus Crisis Counseling
Information Service	Guidance Curriculum
Career Information Service	Career Planning and Development
Scheduling/Programming	Program Management
Reactive	Proactive
Clerical/Task-Oriented	Goal-Oriented
Unplanned	Planned Daily Activities
Unstructured	Accountable
Maintains Status Quo	Evaluates and Changes

Guidance as an articulated program is the responsibility of school counselors trained to meet the certification standards of the Department of Public Instruction. Those certification requirements are intended to ensure that school counselors will have the knowledge and skills necessary to provide the unique service of counseling and to facilitate the systematic delivery by school staff and community resource people of a planned guidance program. The program planned by certificated school counselors should assist all pupils with their personal/social, career, and learning development regardless of race, sex, exceptional educational need (EEN), economic status, or size and location of school they attend.

Overview 1

How to Read and Use the WDGM

The Wisconsin Developmental Guidance Model (WDGM) is designed to be a framework which integrates the multiple guidance services provided by counselors, other school staff, parents, business and industry representatives, and community members. The WDGM simultaneously illustrates 1) developmental learning, personal/social, and career-planning needs, 2) types of student competencies that must be attained to meet those needs, 3) possible providers and resources, 4) suggested activities, and 5) levels of resource organization and management required for comprehensive school guidance programming.


Goals
Meet learning, personal/social, career needs.
Objectives
Help students attain competencies.
WDGM
Delivery System
Deliver developmental guidance and counseling activities and curriculum through levels of resource management and organization.
Evaluation
Continually refine and expand.

The interrelationships and functions the WDGM incorporates are illustrated in the graphic on page one.

WDGM Design

The approach to providing school counseling programs presented in this model has been carefully designed, tested, and refined to be as practical and flexible as possible. School districts using the model to examine and strengthen their counseling and guidance programs should be able to access program needs and respond accordingly. The overriding goal of this model is to provide for pupils in grades K-12 a comprehensive, responsive school counseling program suited to their developmental needs as growing, maturing citizens.

The developmental stages of children and adolescents may be seen as a predictable series of progressive changes. These changes should lead forward rather than backward and there is a definite relationship between each state of development and those that precede or follow it.

Those reading and using the WDGM should think of school counseling and guidance in the context of a program intended to assist pupils with learning readiness, school adjustment and school achievement, career development, and goal setting. Such a school counseling program must be

- K-12 in scope,
- based on the developmental needs of pupils,
- preventive in nature,
- managed and coordinated so that it is an integral part of the total educational program, and
- formed around a delivery system with counselors at the core and the services of others integrated into a total program.

The WDGM delivery system is structured into three levels to clearly show the relationship of resource providers to comprehensiveness of programs.

Level I. The school counselor is the primary program delivery resource, and the program may be limited in scope by the number of pupils to be served by the counselor(s) and other factors.

Level II. The counselor is the core of the delivery system, with the classroom and the classroom teacher added in. This new dimension provides more flexibility in guidance programming, an opportunity to reach students in groups, and the invaluable resources of the teacher.

Level III. The counselor is at the core of the delivery system. The classroom dimension expands that system. In addition, the efforts of school staff, community members, parents, and business/industry representatives are coordinated into a program that meets the developmental needs of all students.

It is important to note that the levels are cumulative and interdependent. As the school counseling and guidance program develops from Level I to Level III, the number of impediments or barriers to program design, operation, and management diminish sharply, and the involvement of all school staff expands proportionately.

The WDGM Process and Local Implementation

The Wisconsin Developmental Guidance Model establishes a process approach to the formation of a K-12 guidance program. Staff in each school district will undertake this process with a set of current programs, available resources, and educational philosophy uniquely their own. The process approach makes it possible to tailor the model to the needs of each district and yet stay within a framework that will produce a comprehensive, developmentally based K-12 guidance program.

The WDGM framework can help school district personnel to successfully implement their program. The framework shows local district personnel how to fully utilize available human and material resources to establish a comprehensive K-12 developmental guidance program.

A process for program development and implementation is described on the following page and discussed in detail in Section 3.

Local Implementation Process

Introduce

School district steering committee is established.

Steering committee learns about Wisconsin Developmental Guidance Model and implementation process.

Steering committee returns to local district and establishes school/community advisory committee.

Plan

Committee begins local planning effort by assessing current guidance program and available school/community resources.

Committee examines current program to determine "fit" between it and WDGM levels of resource organization and management.

Committee determines new or reallocated resources needed for implementation.

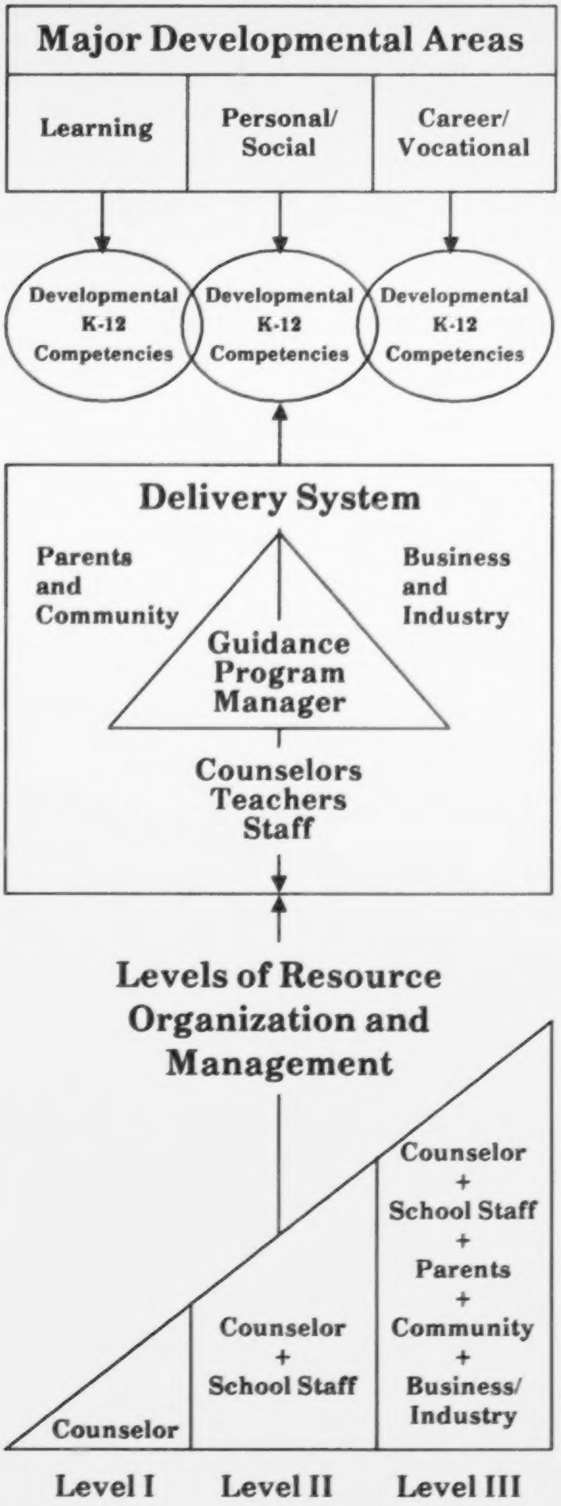
Implement

Committee establishes timelines for transition from current status to comprehensive developmental guidance program.

Implementation plan is taken to school board for approval.

Evaluate and Refine

Committee remains intact as a resource coordination and program evaluation group.


Major Developmental Areas
Learning
Personal/Social
Career/Vocational
Developmental K-12 Competencies
Developmental K-12 Competencies
Developmental K-12 Competencies
Delivery System
Parents and Community
Business and Industry
Guidance Program Manager
Counselors Teachers Staff
Levels of Resource Organization and Management
Counselor
Counselor + School Staff
Counselor + School Staff + Parents + Community + Business/Industry
Level I
Level II
Level III

How the WDGM Works

Major Developmental Areas. The WDGM focuses on three major areas of student development: *Learning, Personal/Social,* and *Career/Vocational.* These are the types of functional life competencies each person must attain in order to learn, achieve academic success, and prepare for a satisfying and productive career (see graphic at left).

Developmental Student Competencies. Specific student competencies are listed under each major developmental area. The competencies represent basic skills each person should master in order to deal effectively with daily life situations. The competencies are listed across age and grade levels and are consistent with children's general physical and intellectual capabilities at various stages.

Delivery System. The WDGM incorporates counselors, parents, school staff, community members, and business/industry/labor representatives into a guidance program delivery system. The WDGM suggests that the school district guidance program manager organize district resources to address the greatest number of student needs. Guidance program organization and management strategies will be elaborated upon throughout the WDGM.

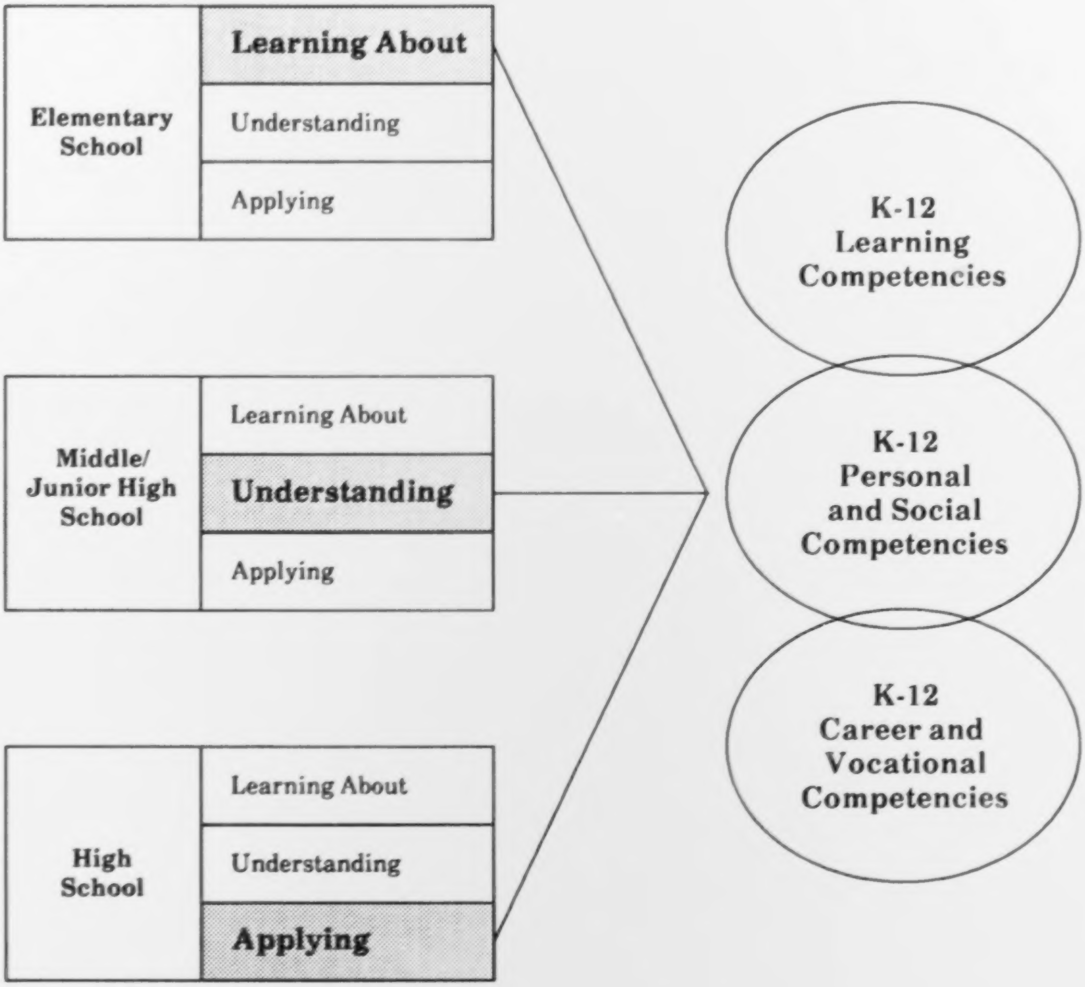
Resource Organization and Management. Research and experience suggest that developmental guidance is more functional or less functional as levels of resource organization and management rise or fall. Programs in which the counselor is the sole resource provider may be limited. Guidance programs which involve a variety of school staff as well as community/business/labor/industry members are able to more efficiently help students attain skills and competencies. The key to a successful program is organization and management of guidance providers best suited to assist students in achieving life skills and competencies. It is important to note that the levels of resource organization and management described in the WDGM are cumulative.

K-12 Developmental Competencies

Developmental guidance is based on the premise that, as all children mature, they pass through various developmental stages vital to their growth. During these stages, specific kinds of learning and development must occur to ensure optimal progress.

The WDGM provides a developmentally based delivery structure that spans the K-12 years and matches student competencies that must be mastered with the delivery systems most appropriate for age- or grade-level groups. Elementary school children respond well to situations in which they *Learn About* and become aware of new things and ideas. They also need opportunities to explore what they are learning and to try out new things. Middle/junior high school-aged children are ready for *Understanding* and experimentation as they continue to absorb new facts and ideas. High school students need to *Apply* what they have previously learned and to constantly move toward increased understanding and additional knowledge.

Developmental Student Competencies


Elementary School
Learning About
Understanding
Applying
Middle/ Junior High School
Learning About
Understanding
Applying
High School
Learning About
Understanding
Applying
K-12 Learning Competencies
K-12 Personal and Social Competencies
K-12 Career and Vocational Competencies

Elementary School Student Competencies

Elementary School	**Learning About**
	Understanding
	Applying

Learning

- Understand the school environment and what is expected of students.
- Understand strengths, abilities, and how to learn most effectively.
- Understand relationships among ability, effort, and the quality of school achievement.
- Understand how to assess learning needs and where and when to seek help.
- Understand the process of setting meaningful school achievement goals.

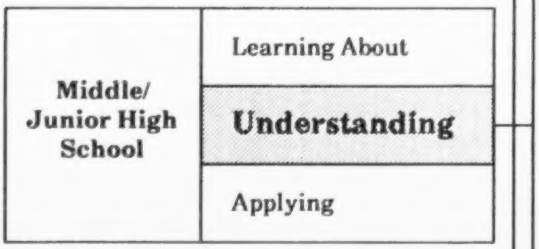
Personal/Social

- Exhibit conflict-resolution skills with adults and peers.
- Exhibit respect for individual freedoms and rights of self and others.
- Understand the consequences of actions for self and others.
- Understand the influence that physical, emotional, and intellectual behaviors have on one another.
- Be aware of own emotional, physical, and intellectual development.
- Learn to communicate with peers and adults in various home, school, and community settings.
- Exhibit positive attitudes toward school, family, and self.
- Understand the concept of ongoing change in school, home, and community lives.
- Understand and respect differences among people's cultures, lifestyles, attitudes, and abilities.

Career/Vocational

- Acquire knowledge about different occupations and changing male/female roles.
- Become aware of personal interests and preferences.
- Learn how to cooperate and coexist with others in work and play.
- Understand what it means to work and how school work relates to future plans.
- Become aware of worlds beyond the immediate experience.

Middle/Junior High School Student Competencies



Learning

- Develop internal academic motivation.
- Develop good study skills.
- Develop a sense of the future and how to move toward it.
- Understand strengths and abilities and how to learn most effectively.
- Exhibit problem-solving skills.

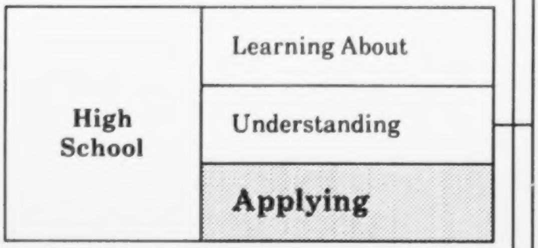
Personal/Social

- Understand physical, emotional, and intellectual growth and development.
- Develop self and social self-concept.
- Understand and develop peer relationships.
- Exhibit positive attitudes toward school, family, and self.
- Learn to communicate with parents..
- Learn to cope with life's pressures, challenges, defeats, and successes.
- Learn to deal with ongoing changes in personal and academic life.

Career/Vocational

- Understand decision-making skills.
- Learn to cope with transition in school, home, and community lives.
- Become informed about alternative educational and vocational choices and preparation for them.
- Relate personal interests to broad occupational areas.
- Understand and use communication skills.
- Learn human conflict management with adults and peers.
- Learn that sex-role stereotyping, bias, and discrimination limit choices, opportunity, and achievement.

High School Student Competencies



Learning

- Understand one's own learning abilities and how best to apply them.
- Become informed about self through assessment techniques.
- Learn to set realistic goals and develop strategies to reach them.
- Understand the school curriculum and the impact course selection will have on future plans.
- Understand the school environment and what is expected.

Personal/Social

- Understand physical, emotional, and intellectual growth and development.
- Learn to cope with change and plan for the future.
- Learn human-conflict resolution skills with adults and peers.
- Understand and appreciate one's own capabilities and those of others.
- Understand personal relationships and how to establish an independent identity.
- Take responsibility for personal decisions.

Career/Vocational

- Understand and develop decision-making skills.
- Understand the world of work and its expectations for employment.
- Become informed about educational/work alternatives.
- Understand continuous changes of male/female roles and how this relates to career choice.
- Develop the interpersonal skills necessary for harmony in the workplace.
- Become informed about up-to-date employment opportunities during and after high school.
- Form tentative career goals and strategies to reach them.
- Understand lifestyle preferences and relate them to occupational interests.

Organization of Resources 2

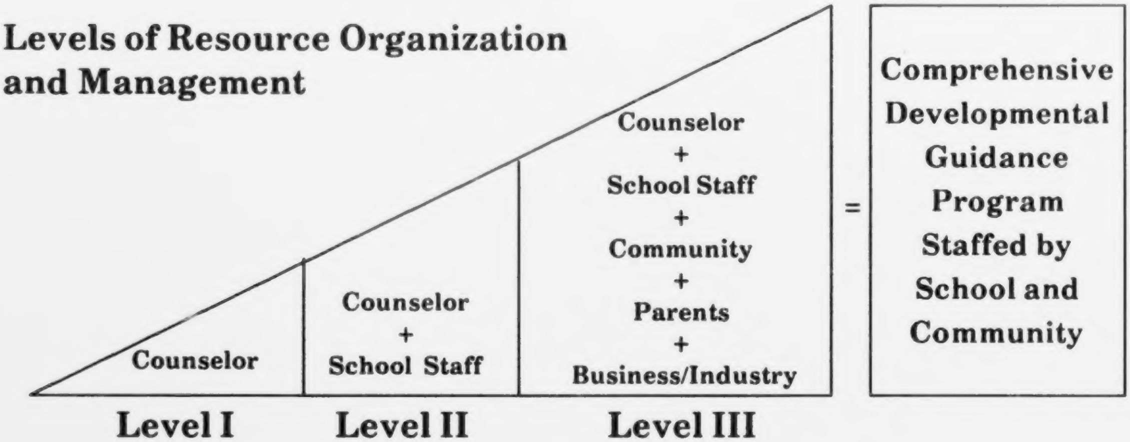
Resources for Building a Comprehensive Program

Guidance as an articulated program is the major responsibility of school counselors trained to meet the developmental needs of the maturing child. Their training gives school counselors the knowledge and skills necessary to provide the unique service of counseling. It also enables them to facilitate systematic delivery of a planned program, based upon the attainment of developmental competencies, that will assist all pupils, regardless of race, sex, exceptional educational need, economic status, or size and location of the school they attend.

The Wisconsin Developmental Guidance Model (WDGM) provides a structure that integrates the services of the school counselor with those that can be provided by other educators, pupil services staff, parents, and community members. The WDGM shows that developmental guidance can be delivered in many ways, each more comprehensive and more far-reaching than the next. The more resources there are available, the larger the number of strategies and techniques that can be used.

The WDGM implementation process encourages maximum participation of all those involved in helping children and adolescents grow and develop. Emphasis is on the local school district and the unique resources that can be tapped as the guidance program becomes increasingly comprehensive. This section describes how each participant can contribute to the overall program.

Levels of Resource Organization and Management


Counselor
Level I
Counselor + School Staff
Level II
Counselor + School Staff + Community + Parents + Business/Industry
Level III
=
Comprehensive Developmental Guidance Program Staffed by School and Community

The Role of the School Counselor

School counseling and guidance programs help all students answer the questions, Who am I? What can I become as a person? and How can I contribute best to society? In their design and operation, these programs help to improve the learning environment through active involvement of students, staff, parents, community members, and others who influence student development. The three levels of involvement are shown in the graphic on page 9.

School counseling and guidance programs are coordinated by school counselors whose professional identity is derived from a unique preparation grounded in the behavioral sciences, with training in clinical skills adapted to the school setting.

The Functions of the School Counselor

Counseling	Counseling Collaborating	Counseling Collaborating Coordinating
Develop educational strategies to meet the needs of individual students who are experiencing difficulties. Develop educational strategies with school psychologists, EEN staff, social service workers, mental health specialists, and school health personnel for individual pupils who have been referred. Provide counseling to students. Inform staff, parents, and students about standardized testing programs and interpretation of results.	Promote positive attitudes about, and awareness of the guidance program within, the community and school. Provide parents with information about educational opportunities, curriculum, and school expectations. Assist with programs on topics such as death, divorce, abuse, and chemical dependency. Ensure informed educational and career planning for all students. Plan a team approach to providing guidance activities in the classroom. Develop a network of community referral agencies to provide services to individual pupils who have evidenced need.	Provide for all students a systematic K-12 competency-based guidance program focused on learning, personal/social, and career/vocational needs. Coordinate programs that use school/community partnerships to create an awareness of the world of work. Increase general awareness of childrens' developmental needs. Continually refine and develop a guidance program that will meet the needs of all students. Ensure through individual or classroom-based programs that developmental tasks will be addressed for all students.
Level I	**Level II**	**Level III**

School counselors help all pupils by establishing individual, group, and classroom contacts with them, collaborating with teachers, and coordinating with other school or community guidance resources. The clinical skills and knowledge base of the counselor are most effectively used if effort is directed in an organized way toward making the school, the teachers, and the curriculum sensitive to those aspects of personal development most associated with life success.

Counselors serving different school populations function differently, due primarily to variations in the developmental stages of students and in school organization. Whatever the setting, however, counseling and guidance are functions integral to the school that are maximized when counselors collaborate with others.

Developmental guidance programs as organized in the WDGM provide a three-level approach. (See chart, page 10.) At Level I, the focus is on the counselor(s) and what can be accomplished with that limited delivery resource. Level II builds upon the unique skills of the school counselor in conjunction and collaboration with the other staff in the school. Level III uses the school program and also parental and community involvement and input to organize the most effective and efficient guidance program. Throughout the Wisconsin Developmental Guidance Model, the three levels will be used to show how a program may be organized and staffed most effectively.

Others as Resources

Other individuals in addition to the school counselor play an important part in the guidance of children and adolescents. Each level of guidance programming in the WDGM formally involves these other individuals to varying degrees, sometimes as resources and sometimes as primary deliverers.

On the following pages, involvement levels have been delineated for school boards, superintendents, principals, guidance directors, classroom teachers, vocational education coordinators, vocational education teachers, special education teachers, pupil services staff, community business and industry representatives, and parents. As the comprehensiveness of programming increases, so must the involvement of others. This involvement must be coordinated, or the systematic approach to developmental guidance will be lost.

Level I involvement of others is primarily supportive. Level II programming utilizes the abilities of others on the school staff and coordinates their participation in guidance activities. At Level III, the counselor and the other human resources of the school and community are used as the delivery system. Level III programming depends on the collaborative efforts of many to provide a comprehensive guidance program for all pupils.

Involvement of Others as Resources

	Supportive	Participative	Interdependent
School Board Member	Recognizes the state standard which requires that counseling be available to all K-12 students.	Provides adequate financial support for the program in such areas as personnel, staff development, clerical support, and materials.	Supports policies for delivering the guidance program as an integral part of the total educational process so that all of students' development needs are met.
District Administrator	Understands the guidance needs of school populations. Establishes and reviews counselor job descriptions in the context of developmental guidance.	Works with the school board, faculty, administrative staff, and community to secure support for developmental guidance. Insures that the guidance staff is represented on the district administrative council.	Views all school personnel as having a part to play in an articulated developmental guidance program. Provides leadership for an active, ongoing guidance program. Requires accountability and evaluation of the progress toward goals, objectives, and developmental student outcomes.
Principal	Establishes a positive climate for implementing the guidance program. Recruits qualified personnel and provides them with the necessary facilities, time, equipment, and clerical staff. Assists with a public relations program that will emphasize guidance as an integral part of the total school program.	Works closely with the guidance staff to plan, implement, and evaluate the WDGM. Uses the guidance staff to plan inservice, evaluation, or assessment of guidance program. Encourages parents, community members, and business and industry representatives to participate in the education system. Assures that the guidance program staff is relieved of excessive clerical and nondevelopmental guidance duties.	Encourages staff members to upgrade skills and knowledge for implementing guidance programming. Encourages counselors to assume managerial role to facilitate the establishment of a developmental guidance program. Monitors program effectiveness for the goals, objectives, and developmental student outcomes identified in the WDGM.
Director of Curriculum	Infuses developmental guidance awareness through curriculum. Assists to identify curricular resources for the guidance program.	Coordinates the WDGM with other district curriculums.	Works with guidance staff to plan, implement, and evaluate the comprehensive developmental guidance program.
	Level I	**Level II**	**Level III**

	Supportive	Participative	Interdependent
Director of Guidance	Provides the district administrator and school board with information on funding, personnel, program, and evaluation needs. Promotes professional growth of all guidance personnel.	Establishes a systematic approach to making guidance available K-12. Seeks and maintains cooperative working relationships with all personnel whose roles and responsibilities affect the development and implementation of the guidance program. Provides leadership for development of appropriate WDGM implementation plans. Coordinates regular, planned meetings where counselors share information, consult on specific problems, and develop and refine systemwide programs.	Works with administration and supervisory staff to plan and develop the K-12 guidance curriculum. Assigns staff and coordinates all curricular guidance activities. Coordinates the guidance program and the resources provided by teachers, parents, and others. Promotes a comprehensive, pupil services model delivery system.
Psychologist **Social Worker** **School Nurse**	Coordinate referrals to other WDGM service providers. Communicate regularly on district pupil service programs.	Work with the guidance staff to provide information to school/community about "at risk" students and assist with programming designed to reduce those risks. Utilize a comprehensive pupil services team approach to coordinating programs and services for students in crisis.	Are involved in planning, implementing, and evaluating the WDGM so that all students receive systematic guidance based on learning, personal/social, and career/vocational needs.
Vocational Education Teachers	Assist vocational education students to achieve specific vocational competencies which will enable them to gain entry into an occupational or post-secondary setting.	Work cooperatively with counselors to provide employment counseling, placement, and follow-up services for students enrolled in vocational courses and cooperative programs.	Work with counselors and entire staff to ensure that all students receive instruction or information on occupations, employability skills, current job market, and interviewing techniques. Participate in the various activities of planning, implementing, and evaluating the guidance program.
	Level I	**Level II**	**Level III**

	Supportive	Participative	Interdependent
Local Vocational Education Coordinator	Coordinates vocational programming and federal funding for vocational education and career guidance.	Coordinates vocational curriculum offerings with the WDGM.	Participates in planning, implementing, and evaluating the guidance program.
Special Education Staff	Coordinate the assessment of students for possible placement in EEN programs. Coordinate response to career guidance needs of EEN students with counselor.	Coordinate the development of individualized education programs to include guidance.	Work cooperatively with the guidance staff to provide information and suggest management strategies the regular classroom teachers can use.
Teachers	Refer students to counselor for assistance. Create positive, interactive relationships with students and provide a primary basis for intellectual, social, and emotional growth.	Request assistance from counselor to plan and implement WDGM activities in academic and vocational curriculums. Participate in guidance programming, i.e., as co-facilitators of groups, in advisor/advisee programs, as primary instructors in some areas, and to support students in crisis.	Recognize the value of developmental guidance. Use subject areas to assist students in developing personal/social, career, and learning competencies. Work as team members to plan and implement guidance activities essential to the overall development of students.
Business and Industry Representatives	Provide speakers, field trip opportunities, and school demonstrations to increase student knowledge of the work world in their community.	Provide information and opportunities for students to participate in co-op programs, job-shadowing, and work experience. Encourage and participate in student organizations.	Provide up-to-date labor market information, co-op and apprenticeship sites, and mentorships for all students.
Parents	Provide support for children through participation in parent conferences, school activities, and volunteerism. Work with teachers and counselors to support their children's learning, personal/social, and career/vocational growth.	Participate in school curricular, extracurricular, and guidance activities serving their children. Promote guidance as an important part of education.	Participate on the guidance committee that will facilitate implementation of the WDGM. Serve as mentors and models for classes.
Community Service Agencies	Establish communication and referral channels.	Provide information on services available to students and families.	Participate in planning and implementation of a guidance program that includes services and activities provided by the community agencies.
	Level I	**Level II**	**Level III**

Staffing, Facilities, Supplies, and Materials

The three levels of resource organization and management require differing types of staffing, facilities, supplies, and materials. The following pages show the things needed to implement programs at each level most effectively.

Movement toward more comprehensive guidance programming will require more resources, but this does not always mean additional staff. Reallocation of time spent on clerical or quasi-administrative tasks, redirection of counselor time to coordination and consultation, and commitment of funds to technological advances in guidance will move the guidance program forward and be cost effective as well. The increased participation of teachers, other school personnel, and parents will also help move guidance toward Level III functioning without requiring additional staff.

WDGM Staffing, Facilities, Supplies, and Materials

	Initial	Enhanced	Comprehensive
Qualifications	The guidance staff is qualified and appropriately licensed according to Department of Public Instruction standards.	The guidance staff is qualified and appropriately licensed according to Department of Public Instruction standards.	The guidance staff is qualified, appropriately licensed according to Department of Public Instruction standards, and serves all K–12 buildings in a district.
Ratios and Program	The counselor-pupil ratio is less than 1:425 serving grades 7-12, in accordance with recommendations made by the American School Counselor Association. There is a guidance program under the direction of a licensed school counselor serving all students in grades K-6.	The counselor-pupil ratio is less than 1:350 serving grades 7-12, in accordance with recommendations made by the American School Counselor Association. The counselor-pupil ratio is less than 1:500 serving grades K-6, in accordance with recommendations of the American School Counselor Association.	The counselor-pupil ratio is less than 1:250 serving all pupils in grades 7-12, in accordance with recommendations made by the American School Counselor Association. The counselor-pupil ratio is less than 1:400 serving grades K-6, in accordance with recommendations of the American School Counselor Association.
Clerical Support	Provisions for clerical and secretarial assistance for the guidance staff have been made.	Provisions for clerical and secretarial assistance for the guidance staff have been made at a ratio of at least one full-time clerical/secretarial position for every six full-time school counselors.	Provisions for clerical and secretarial assistance for the guidance staff have been made at a ratio of at least one full-time clerical/secretarial position for every four full-time school counselors.
	Level I	**Level II**	**Level III**

	Initial	Enhanced	Comprehensive
Leadership	A guidance director has the responsibility for coordination and implementation of guidance programming.	The guidance staff are given freedom and responsibility commensurate with their levels of specialized preparation, including the responsibility for getting their job done and specifying how they should do it.	The guidance staff, in conjunction with other pupil services personnel, are responsible for the development, coordination, implementation, and infusion of the guidance curriculum.
Program Definition	There is a written definition and a guidance program handbook specifying the overall guidance functions to be performed and the personnel involved with the school district.	There is documented evidence that all pupils served by the guidance program are seen annually in individual and/or small-group contacts with the counselor.	There are curricular guides that document ways in which developmental guidance is infused throughout the curriculum.
Scope and Sequence	The guidance program includes counseling, information services, career development, placement services, and pupil appraisal services.	The guidance program is monitored and evaluated systematically to determine if the program objectives have been met. Research and follow-up studies are done systematically. The guidance staff makes an annual report to the school board and administration, including information on how well previously stated goals have been achieved and recommendations, with fiscal notes, for short- and long-range changes and improvements in services.	Administrators, counselors, teachers, specialist personnel, and students are involved in planning and refining the total guidance program. In addition to fulfilling its role and function, the guidance staff acts as a change agent, focusing on changing the school to fit students' unique needs by participating actively in curriculum and staff meetings and other meetings dealing with educational mission. The guidance program is continued during periods when school is recessed. During this extension, emphasis is on pupil orientation, follow-up, evaluation, research, and parental involvement.
	Level I	**Level II**	**Level III**

	Initial	Enhanced	Comprehensive
Fiscal and Material Support	There is a budget for collection and maintenance of guidance materials. A professional library is maintained for the guidance staff. An identifiable collection of guidance materials, including audio and visual aids, is located in a materials resource center/ browsing area for students.	A budget is provided for, and guidance staff are encouraged to grow professionally through, visits to postsecondary schools and colleges; visits to business, industry, and other places of employment; and attendance at area and national professional meetings and conferences. The guidance staff provides teachers with occupational information related to the subjects they teach and with personal and social development reports, maintains bulletin board displays giving guidance information, and utilizes community resources in providing occupational and educational information. Provision is made for the use of computers and other sophisticated equipment in the collection of pupil data and other information necessary for educational and vocational planning.	The guidance staff, in addition to preparing its annual budget, applies for funds available from external sources such as federal programs for the purpose of furthering development of the guidance program by including innovative activities. A computer is located in the guidance center and is available for computer-assisted guidance and vocational planning. It is also used for the collection, storage, and maintenance of pupil data to assist with evaluation and long-range planning.
Facilities	Each school counselor is provided with a private office conducive to confidential conferences, as suggested by the American School Counselor Association The school counselor's office is equipped with inhouse and outside telephone service. The guidance center is readily accessible to students and attractively planned, furnished, and maintained.	The guidance center is readily accessible for the benefit of parents and other out-of-school persons. Provision is made for the collection, display, and storage of guidance materials and information, including student record data.	The guidance center includes a conference and a multipurpose room. The guidance center includes a career center with printed resources and computer-assisted career information.
	Level I	**Level II**	**Level III**

Planning and Implementation 3

Developmental Competencies and Resource Management

The following pages are intended to provide local district planners with a matrix which incorporates the K-12 developmental competencies, the levels of resource organization and management, and sample activities and strategies that could be used to teach students about the competencies.

Level I organization relies primarily upon the counselor. Level II incorporates participation of others on the school staff. Level III programming depends upon the interaction of all identified resource providers. The levels are not independent of one another, but each builds upon the activities and strategies designed for the one before it. Level III is the most comprehensive delivery approach, as it incorporates the resources of Levels I and II.

As school and district personnel read this portion of the Wisconsin Developmental Guidance Model, they should bear in mind that each school district is unique. The strategies they develop to ensure that each developmental competency is addressed will differ from those of their colleagues in another district. Some districts may already have a strong program in place, while others may not yet have developed a systematic approach to guidance and counseling. Nonetheless, all districts can use the WDGM to assess their guidance program needs and how to move forward.

Elementary School Years

Children in elementary school have already begun to acquire learning, personal/social, and career/vocational competencies. To help them continue to develop in these areas, the WDGM describes specific, fundamental competencies that should be addressed through the framework of a developmental guidance program. The goal is to take a preventive, instructional approach by planning the guidance program around the competencies elementary school-aged children must acquire and by ensuring that program services will be delivered to all elementary students.

The strategies and activities listed are suggested ways to address the competencies. The exact programming format and delivery responsibility must be determined by each district as it goes through the implementation process and procedures. As the level of resources increases, the strategies and techniques become more comprehensive. The WDGM emphasis on prevention and utilization of available resources makes it a cost-effective approach.

Elementary School Learning Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	**Counselors**	**Counselors** **+** **School Staff**	**Counselors** **+** **School Staff** **+** **Parents** **+** **Community** **+** **Business/Industry**
•*Understand the school environment and what is expected of students.*	Be available for individual counseling. Provide service to teachers concerning specific children.	Do group work with all children to provide orientation to school.	Meet with parents of all kindergarteners. Explain guidance programs to students and parents.
•*Understand strengths, abilities, and how to learn most effectively.*	Consult with M-Teams on specific exceptional education needs of students. Work individually with child on how best to learn.	Assist staff to emphasize learning how to learn. Conduct student assessments of individual learning styles and share results with students.	Provide staff inservice in learning styles and identification of same. Establish parent/community volunteer tutoring programs.
•*Understand relationships among ability, effort, and the quality of school achievement.*	Work with underachieving students on an individual basis. Identify children "at risk" and respond to their needs.	Assist with coordination of activities that exhibit relationships between effort and product.	Secure staff agreement on some cause and effect rules for the school. Get business/industry input on motivation techniques and the value of work.
•*Understand how to assess learning needs and where to seek help.*	Work with individuals who need assistance in self-evaluation. Make certain all children understand who is available to help.	Do team work that provides children with assessment opportunities so they become comfortable with the process.	Train staff to clearly explain tests, report cards, achievement measures, and interest inventories to children and parents.
•*Understand the process of setting meaningful school achievement goals.*	Work with students who demonstrate a lack of interest in school.	Teach the process of goal setting in curricular and extracurricular activities.	Assist in developing programs illustrating the need to set goals; assist parents to help children set and achieve goals.
	Level I	**Level II**	**Level III**

Elementary School Personal/Social Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	Counselors	Counselors + School Staff	Counselors + School Staff + Parents + Community + Business/Industry
•*Exhibit conflict-resolution skills with adults and peers.*	Work with students who are unable to resolve conflicts in an acceptable manner.	Work with students to minimize conflicts.	Carry out staff development on positive conflict resolution methods as opposed to punishments.
•*Exhibit respect for individual freedoms and rights of self and others.*	Counsel individually with students who infringe on rights of others.	Work with groups of students to foster an appreciation for rights and freedom of others.	Do staff development to ensure that individual freedoms and rights are examined through the curriculum.
•*Understand the consequences of actions for self and others.*	Work with groups of individuals who appear unaware of the consequences of their actions.	Assist in activities in the classroom that illustrate the importance of taking responsibility.	Promote classroom visits by police or judges. Organize day with senior citizens.
•*Understand the influence that physical, emotional, and intellectual behaviors have on one another.*	Work individually with students who do not understand how physical and emotional body functions are interrelated.	Conduct activities which allow students to share common concerns regarding physical and emotional development.	Work with staff to enhance understanding of how all aspects of children's development impact on learning.
•*Be aware of own emotional, physical, and intellectual development.*	Work with children unaware of their own development. Assist teachers with students who are developmentally immature.	Do group work with students who evidence common developmental difficulties. Teach curricular units on specific developmental areas.	Form groups to assist parents in understanding children's developmental processes. Sensitize staff to respect students' individual rates of growth—emotional, physical, and intellectual.
	Level I	**Level II**	**Level III**

Elementary School Personal/Social Competencies (continued)

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	**Counselors**	**Counselors + School Staff**	**Counselors + School Staff + Parents + Community + Business/Industry**
•*Learn to communicate with peers and adults in various home, school, and community settings.*	Counsel with children who are having difficulty expressing themselves.	Emphasize communication in the classroom by structuring time for talking and sharing.	Coordinate activities in school and out that encourage communication between children and those they need to be able to talk to.
•*Exhibit positive attitudes toward school, family, and self.*	Work with students who are not adjusting well to school. Assist teachers and parents with these students.	Coordinate programs that ensure positive school experiences for all students.	Carry out staff development to encourage creation of a supportive, positive learning climate.
•*Understand the concept of ongoing change in school, home, and community lives.*	Counsel individual children who are having difficulty in new situations.	Conduct group work to explore change and how it relates to the individual.	Recognize the rapid changes in technology and give students opportunities to see new machines.
•*Understand and respect differences among people's cultures, lifestyles, attitudes, and abilities.*	Provide individual counseling to solve specific relationship conflicts.	Do group work and team teaching to foster good interpersonal relationships. Team teach with person from another culture to model good intercultural relationships.	Coordinate activities that encourage broadening range of acquaintances. Provide staff and community with opportunities to learn about various cultures represented in the school population.
	Level I	**Level II**	**Level III**

Elementary School Career/Vocational Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	**Counselors**	**Counselors + School Staff**	**Counselors + School Staff + Parents + Community + Business/Industry**
•*Acquire knowledge about different occupations and changing male/female roles.*	Provide occupational information to be used by all teachers as a classroom resource.	Coordinate efforts to have a variety of people speak to classes about their nontraditional occupations.	Provide mentorships for students who are interested in specific occupations.
•*Become aware of personal interests and preferences.*	Work with students who have unusual vocational or avocational interests and discuss how they may pursue them.	Do group work to enable students to become comfortable with their vocational interests and lifestyle preferences.	Coordinate community efforts that allow students to pursue their vocational interests outside of school.
•*Learn how to cooperate and coexist with others in work and play.*	Provide individual counseling to help students solve specific relationship conflicts.	Form a counselor and teacher team for activities that will encourage cooperation.	Carry out staff development to promote cooperation and not competition as a school philosophy.
•*Understand what it means to work and how school work relates to future plans.*	Team teach a unit on careers and the world of work.	Develop career awareness curriculum or philosophy that provides for ongoing career education in the classroom.	Coordinate relationships among labor and industry and school concerning curriculum that realistically meets the needs of the individual and society.
•*Become aware of worlds beyond the immediate experience.*	Work with individual students to develop self-awareness.	Teach activities to enhance awareness of self in relation to the rest of the world.	Provide staff inservice to illustrate the need to be aware of self in order to relate well with others.
	Level I	**Level II**	**Level III**

Middle/Junior High School Years

Children in middle/junior high school have unique developmental needs. This time of life brings much of the physical, emotional, and cognitive growth and change that human beings go through. To assist students with this growth process, the WDGM addresses age-specific competencies that are the foundations of a developmental guidance program.

The strategies and techniques listed in the following charts are suggested ways to address the competencies. Exact programming format and delivery responsibilities must be determined by each district staff as it goes through the implementation process and procedures. Please note that as the levels of resources increase, strategies and techniques become more comprehensive.

Middle/Junior High School Learning Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	**Counselors**	**Counselors + School Staff**	**Counselors + School Staff + Parents + Community + Business/Industry**
•*Develop internal academic motivation.*	Counsel individual students who lack academic motivation.	Discuss with students and parents motivation and how it relates to academic performance.	Develop incentive partnerships with local business/industry to promote academic performance.
•*Develop good study skills.*	Work with groups of students who have poor study skills.	Encourage staff to examine assignments and requirements and to promote basic study skills.	Work with parents to enable them to assist their children with study skills and homework.
•*Develop a sense of the future and how to move toward it.*	Do individual work with students who lack understanding of how actions affect consequences.	Promote participation in future problem solving.	Carry out staff development on importance of students obtaining a future/goal orientation.
•*Understand strengths and abilities and how to learn most effectively.*	Work individually with students having learning problems. Participate on M-Teams.	Inform parents about learning styles and tutoring strategies.	Do staff development on learning styles and adapting teaching strategies to meet the needs of students.
•*Exhibit problem-solving skills.*	Assist individuals to approach problems in a logical manner.	Encourage utilization of problem-solving skills in the classroom.	Provide information for parents and others on the importance of problem-solving skills.
	Level I	**Level II**	**Level III**

Middle/Junior High School Personal/Social Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	**Counselors**	**Counselors + School Staff**	**Counselors + School Staff + Parents + Community + Business/Industry**
•Understand physical, emotional, and intellectual growth and development.	Counsel individual students unable to cope with their rapidly changing bodies and/or emotions.	Do group work to discuss the rapid changes students are experiencing.	Assist staff to plan human growth and development classes. Assist parents with growth and development issues.
•Develop self and social self-concept.	Counsel students who have a negative self-concept.	Work with groups to explore individual differences and gain an acceptance of them. Teach students self-assessment and self-referral techniques.	Work to help parents and teachers understand the importance of a positive self-concept and how to foster it in all children.
•Understand and develop peer relationships.	Do group counseling to solve specific relationship conflicts.	Provide curricular and extracurricular activities which encourage heterogeneous and homogeneous relationships.	Assist staff in developing curricular offerings which deal with interpersonal relationships.
•Exhibit positive attitude toward school, family, and self.	Work with students who exhibit a negative attitude toward school.	Assist teachers and parents attempting to relate to students with a negative attitude.	Carry out staff development on creating a positive school climate.
•Learn to communicate with parents.	Counsel individual students having difficulty relating to their parents.	Conduct group sessions on family communication and relations. Provide information on community resources for family counseling.	Assist staff to model good communication skills.
•Learn to cope with life's pressures, challenges, defeats, and successes.	Counsel individual students unable to cope with stress.	Do group work on stress reduction and/or coping skills.	Plan staff development on stress reduction and recognizing excess stress in students.
•Learn to deal with ongoing changes in personal and academic life.	Counsel individual students having difficulty understanding how and why the world is changing.	Do group work to explore how the changing world will impact on students.	Provide information on changes in the work world and how to be prepared for them.
	Level I	**Level II**	**Level III**

Middle/Junior High School Career/Vocational Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	**Counselors**	**Counselors + School Staff**	**Counselors + School Staff + Parents + Community + Business/Industry**
•*Understand decision-making skills.*	Work with students who exhibit an inability to make decisions.	Carry out decision-making and problem-solving activities for groups and classes.	Provide staff development on how decision making can be incorporated into all curricular areas.
•*Learn to cope with transition in school, home, and community lives.*	Hold orientations to familiarize students with the expectations of the new environment. Counsel students having difficulty adjusting to new environments.	Have classroom discussions on expectations in new environments and how to respond appropriately.	Work with teachers, parents, and others to assist students in transition periods.
•*Become informed about alternative educational and vocational choices and preparation for them.*	Provide occupational and educational information to all teachers. Ensure that students understand the impact of course choices.	Coordinate efforts to have guest speakers on various occupational areas.	Coordinate community resources to make all students more fully aware of vocational choices and the education required for them.
•*Relate personal interests to broad occupational areas.*	Administer interest inventories to students to acquaint them with their interests.	Provide discussions for students on how interests are related to occupational choices.	Carry out staff development activities on interests, occupational choices, and career development.
•*Understand and use communication skills.*	Work with students having difficulty communicating with peers or adults.	Teach communication skills. Provide interpersonal communication workshops.	Provide staff development on requiring good communication skills in all subject-area classes.
•*Learn human conflict management with adults and peers.*	Work with students who are unable to resolve conflicts in an acceptable manner.	Do group work with students to better understand differences in individual responses to conflict.	Do staff development on positive conflict resolution methods.
•*Learn that sex role stereotyping, bias, and discrimination limit choices, opportunities, and achievement.*	Counsel with students who are having difficulty making choices.	Inform students and parents about the career opportunities open to both sexes.	Promote a career day featuring parents and community members who work in traditional and nontraditional careers.
	Level I	**Level II**	**Level III**

High School Years

High school is the gateway to further education for some students and the last formal educational experience that others will have. The WDGM competencies take into account the important choices that students must make during their high school years and lists the skills they will need as they mature educationally, personally, and vocationally.

The strategies and techniques described in the charts are suggested ways of helping students acquire the competencies. Programming format and delivery responsibilities must be determined by each school district staff as it goes through the implementation process and procedures. Once again, as the level of invested resources increases, strategies and techniques become more comprehensive.

High School Learning Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	Counselors	Counselors + School Staff	Counselors + School Staff + Parents + Community + Business/Industry
•*Understand learning abilities and how best to apply them.*	Work individually with students experiencing learning problems. Work with M-Teams for students experiencing learning difficulties.	Give and explain to students individual learning style inventories.	Do staff development on learning styles and adapting teaching strategies to meet needs of students.
•*Become informed about self through assessment techniques.*	Schedule individual conferences to discuss results of standardized tests.	Do group work on understanding what tests assess, how to take them, and how to learn from the results.	Assist staff to gain a better understanding of standardized tests and the impact they have on students.
•*Learn to set realistic goals and develop strategies to reach them.*	Work with students individually to help them set short- and long-term goals.	Hold group discussions on goal setting and strategies to help students reach goals.	Provide staff development to stress need for students to set goals and methods of helping them do so.
•*Understand the school curriculum and the impact course selection will have on future plans.*	Meet with each student to schedule classes compatible with future plans.	Meet with groups of students to discuss the need for choosing classes carefully.	Assist staff as they develop and articulate curriculum across the district.
•*Understand the school environment and what is expected.*	Counsel individual students unable to conform to the school environment and/or expectations.	Team teach to discuss the school environment and its expectations with all students.	Utilize business/industry members to speak on the relationship of school and work.
	Level I	**Level II**	**Level III**

High School Personal/Social Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

Levels of Resource Organization and Management

Competencies	**Counselors**	**Counselors + School Staff**	**Counselors + School Staff + Parents + Community + Business/Industry**
•*Understand physical, emotional, and intellectual growth and development.*	Counsel individual students having difficulty coping with development.	Teach and team teach growth and development and how they are interrelated.	Assist staff in developing curriculum which addresses all areas of development.
•*Learn to cope with change and plan for the future.*	Counsel individual students unable to cope with change. Orient new students and/or freshmen.	Conduct group work to discuss the changing world and how it impacts on students.	Do staff development on the impact of change on students. Get input from business/ industry on technological change and the future.
•*Learn human-conflict resolution skills with adults and peers.*	Work with individual students unable to resolve conflicts in a positive manner.	Do group work to discuss individual differences and to minimize conflicts.	Do staff development on individual differences and dealing with them in the classroom.
•*Understand and appreciate one's own capabilities and those of others.*	Provide opportunities for interaction with individuals of varying ability.	Do group work on understanding one's own capabilities and how best to use them.	Involve school/community with Special Olympics or other similar activities.
•*Understand personal relationships and how to establish an independent identity.*	Counsel individual students experiencing difficulty developing personal relationships.	Hold small-group discussions on relationships, the need to gain independence, and constructive means of doing so.	Do staff development on understanding students' needs for independence and good personal relationships.
•*Take responsibility for personal decisions.*	Counsel with students who are unwilling to take responsibility for actions.	Work with peer groups to promote awareness of impact of decisions about issues like drinking and driving, and others.	Secure community/school collaboration to publicize importance of making informed decisions about contemporary issues.
	Level I	**Level II**	**Level III**

High School Career/Vocational Competencies

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

	Levels of Resource Organization and Management		
Competencies	**Counselors**	**Counselors + School Staff**	**Counselors + School Staff + Parents + Community + Business/Industry**
•*Understand and develop decision-making skills.*	Counsel individual students experiencing difficulty making decisions.	Team teach unit on decision making and career choice.	Assist staff in incorporating decision-making skills into their curriculums.
•*Understand the world of work and its expectations for employment.*	Provide materials on occupations and postsecondary institutions.	Team with business/industry experts to teach units on employment expectations.	Assist staff to incorporate world-of-work expectations such as punctuality, responsibility, and accountability into the classroom.
•*Become informed about educational/work alternatives.*	Work with individual students on postsecondary educational and work alternatives.	Hold group discussions of educational and work alternatives after high school.	Provide staff development on postsecondary educational and work alternatives. Encourage parent involvement as students explore educational and work alternatives.
•*Understand continuous changes of male/female roles and how this relates to career choice.*	Work with individual students experiencing difficulty with the changing roles of men and women.	Hold group discussions on how the changing roles of males and females may affect career opportunities.	Assist staff to gain understanding of how societal attitudes impact on male/female role development.
•*Develop the interpersonal skills necessary for harmony in the workplace.*	Counsel with students displaying a lack of interpersonal skills.	Do group work or team teaching to discuss how interpersonal skills are required for harmony in the workplace.	Do staff development on how interpersonal skills are essential for all students as they enter the world of work.
•*Become informed about up-to-date employment opportunities during and after high school.*	Make employment opportunities and career planning materials available for student use.	Conduct groups to explore various employment and career opportunities. Team teach units on employment opportunities.	Coordinate community resources to give students opportunities to learn of numerous and varied careers. Provide mentorships for students in areas they wish to explore.
	Level I	**Level II**	**Level III**

High School Career/Vocational Competencies (continued)

Sample activities are illustrative only. Each district can use local resources, materials, and ideas.

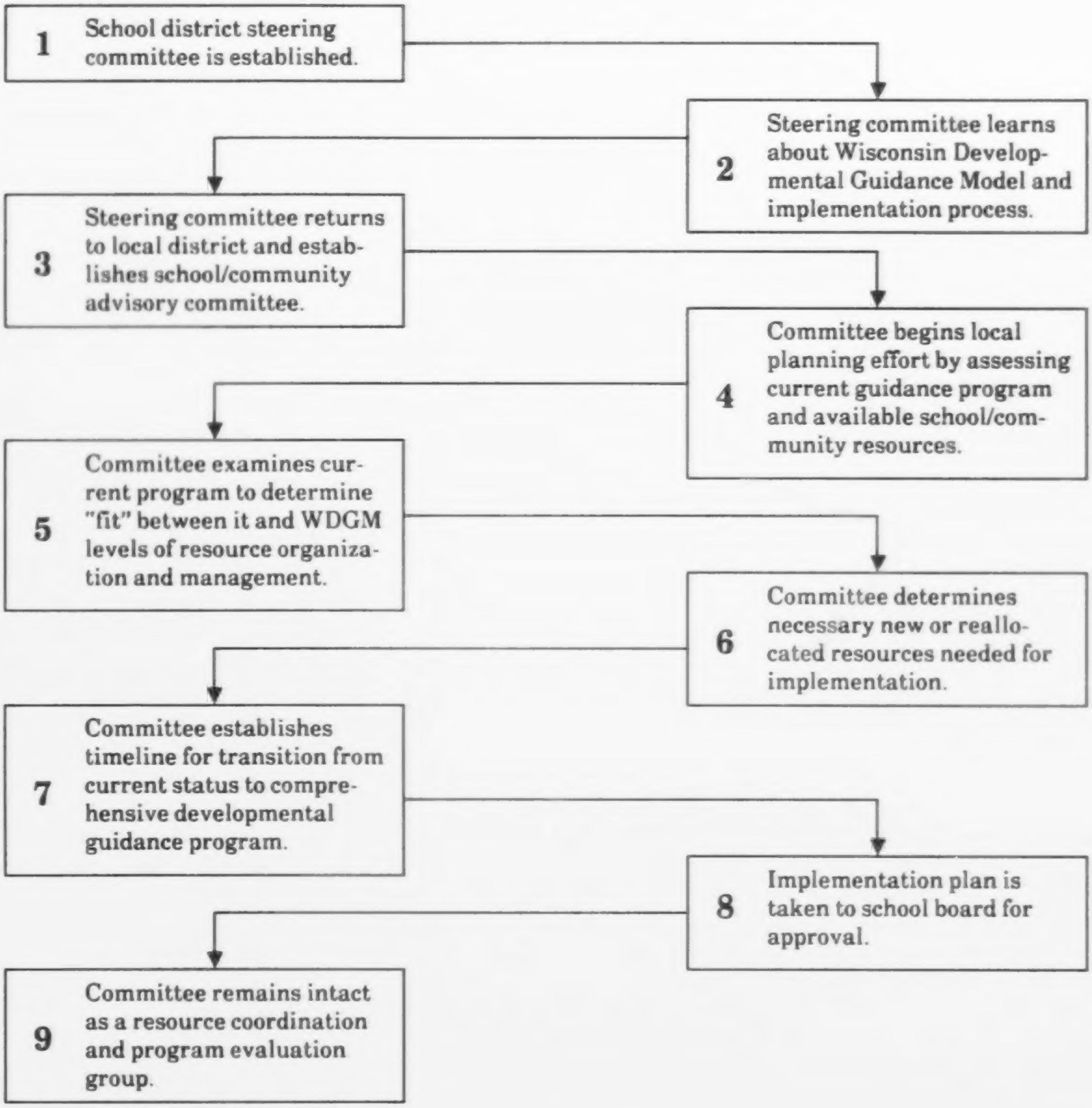
Competencies	**Levels of Resource Organization and Management**		
	Counselors	**Counselors + School Staff**	**Counselors + School Staff + Parents + Community + Business/Industry**
•*Form tentative career goals and strategies to reach them.*	Assist all students to choose classes that would be required and/or beneficial for their career choices.	Do group work on goal setting and strategies for reaching goals.	Assist staff to develop curriculum that will help students set career goals and strategies to reach them.
•*Understand lifestyle preferences and relate them to occupational interests.*	Work with individual students to discuss occupational interests. Administer and interpret interest inventories for students.	Provide opportunities to discuss lifestyles and various occupational interests with community members.	Assist staff to incorporate information on various lifestyles and occupational interests into the curriculum.
	Level I	**Level II**	**Level III**

Planning for and Implementing the WDGM

The following pages present a step-by-step plan for school district personnel who decide to move their current guidance program toward one based on a comprehensive developmental approach. Achieving that end will require personal commitments, work, reassessment, and eventual pride in a job well done.

The schematic below breaks the planning and implementation process shown in Section 1 into smaller steps. The schematic is followed by more detailed information and examples.

Local District Process



1 School district steering committee is established.

2 Steering committee learns about Wisconsin Developmental Guidance Model and implementation process.

3 Steering committee returns to local district and establishes school/community advisory committee.

4 Committee begins local planning effort by assessing current guidance program and available school/community resources.

5 Committee examines current program to determine "fit" between it and WDGM levels of resource organization and management.

6 Committee determines necessary new or reallocated resources needed for implementation.

7 Committee establishes timeline for transition from current status to comprehensive developmental guidance program.

8 Implementation plan is taken to school board for approval.

9 Committee remains intact as a resource coordination and program evaluation group.

The Process Step by Step

The planning phase of any programmatic effort is often the key to its future success. Transition from the current to the new must follow a logical and well-thought-out process in order to make the shift as smooth and as complete as possible and to help with realization of the desired goals.

The change process must be a highly visible, open activity, and input from all the sources that will be affected by the change must be encouraged. Publicity and open, ongoing communication must be constant throughout the planning process to assure that people will be informed about change and able to prepare accordingly.

Certain conditions must be considered if change or redirection of the district's guidance program is to be a smooth process.

- The school administration must commit to guidance program improvement and be
  - ready to participate in planning,
  - ready to allocate resources and release time for planning, and
  - ready to support abandonment of current activities that do not support new priorities.
- Counselors must commit to guidance program improvement and be
  - ready to become personally involved,
  - ready to assume key roles in planning for the developmental guidance program, and
  - ready to assume managerial responsibilities for the developmental guidance program.
- The school board must commit to guidance program improvement and be
  - ready to adopt policy statements,
  - ready to support planning time,
  - ready to participate in the planning process, and
  - ready to lend fiscal support.
- School staff must commit to guidance program improvement and be
  - ready to contemplate new ideas and change and
  - ready to become personally involved.

The WDGM is designed to provide a framework around which a developmental guidance program can be built. In order for that building process to occur, the specific steps described below must be followed. These are the same steps shown in the schematic on page 31.

Step 1. School District Team. The school district must form a team of interested staff members who will have the expertise, authority, and commitment necessary to implement the WDGM. This team should include administrators, counselors, other pupil services staff, and teachers. Under the WDGM, the counselor must be responsible for coordinating the guidance program and communicating with administrators and others about the program. The school district team will ensure that effective communication channels are established and responsibilities clarified.

Step 2. Training Sessions. The school district team will need to attend a training workshop sponsored by the Department of Public Instruction. There, individuals well versed in guidance, the WDGM, and its implementation process will work with teams to provide a strong district-level information base. Each team is responsible for setting the wheels of change in motion upon completion of the necessary WDGM training. One of the first duties is to appoint an advisory committee.

Step 3. Local School/Community Advisory Committee. Change, or proposed change, in a guidance program should always be the result of a thoughtful process in which input from all interested parties has been sought and examined. Therefore, it is important that individuals from the local school district and community be involved in the actual planning of WDGM implementation.

The membership of the school/community advisory committee will vary according to the size of the school district, but should include administrators, school board members, guidance supervisor and staff, other pupil services staff, vocational educators, teachers, parents, students, and representatives from business, industry, and labor. This committee will act as a source of recommendations, support, and evaluation for the change team. It will be a vital communication link between those involved in the implementation of the WDGM and the school and community. It will also act as a sounding board for the change team's ideas and strategies.

Step 4. Examination of Current Program. After the district team has completed its training and the advisory committee has been appointed and briefed on the basic goals for developmental guidance, the next step is for the team to determine the status of the district's current guidance program. The team may assign this task to the guidance staff, but the entire team itself must closely examine the results of the study.

A program profile (Appendix A) must be completed to identify how staff, students, parents, and community members perceive the present guidance program. The program profile is a needs assessment that will allow the school district to determine if present guidance resource organization and management are at Level I, Level II, or Level III of the WDGM.

The next step is to determine the resource pool currently available in the district. Appendix B has been designed to facilitate generation of a list of all resources, both human and material, that can be used as the guidance program moves from its current state toward a comprehensive, developmentally based approach.

The district's school counselors need to describe in writing all of the activities currently being conducted under their jurisdiction. If the amount of time actually spent on each activity is unknown, a log (Appendix C) should be kept. This log is an important document, for it will clearly show what activities must be kept or expanded, and which ones might have to be reassigned in order to provide more time for specific guidance activities in the program revisions which will follow.

The program profile and the resource list must be carefully examined by the team and the advisory committee, for it is at this stage in the planning that realistic appraisals must be made concerning the status of the current program and the available resources of the district.

Step 5. Compare and Contrast Current program with the WDGM. Once the program profile and the resource list have been completed, items that were identified as being incomplete or nonexistent in the current program must be analyzed to determine how they could be included in the new program.

WDGM Competencies not currently addressed at the desired level of comprehensiveness

E.g., Understand the school environment and what is expected.

→ **Match them to** →

Current Activities Resource Pool

1) What is currently done that should be improved to meet the need more effectively?
2) What available resource(s) currently not used could meet this need?
3) If there is no existing resource(s) or activity, what will it take in terms of time and funding and personnel to create same?

Current Program	→	**Strengthened By**	→	**Using Identified Resources**
First-day tour of school for kindergartners	→	Improving current program	→	Parents are included.
No tour of building for kindergartners	→	Utilizing available resources	→	Building principal assumes responsibility for tour.
No first-day orientation or school adjustment program of any kind	→	Creating new program	→	Elementary school counselor coordinates school visit for kindergartners that includes meetings with parents, teachers, and administrators.

Step 6. If it appears that movement toward developmental guidance programming cannot occur utilizing the existing resources, the committee must work with the administrative staff and school board to plan and adapt accordingly.

Step 7. A realistic timeline for implementation must be established and followed.

Step 8. The plan for implementing the local adaptation of the WDGM must be approved by the school board.

Step 9. The advisory committee and others involved in planning for and implementing a K-12 developmental guidance program must prepare to continually reexamine and refine that program. Periodic formal evaluations should be conducted to ensure that the results of the program are what the district intended and that the developmental competencies identified in the WDGM are being addressed for all students.

Exceptional Educational Needs and the WDGM

Acquisition of the competencies identified in the WDGM is necessary for optimum development of all children. In working with the exceptional educational needs (EEN) student, the school counselor must utilize all available resources, alternate or new approaches, or adapted materials to ensure that the learning, personal/social, and career/vocational competencies are addressed.

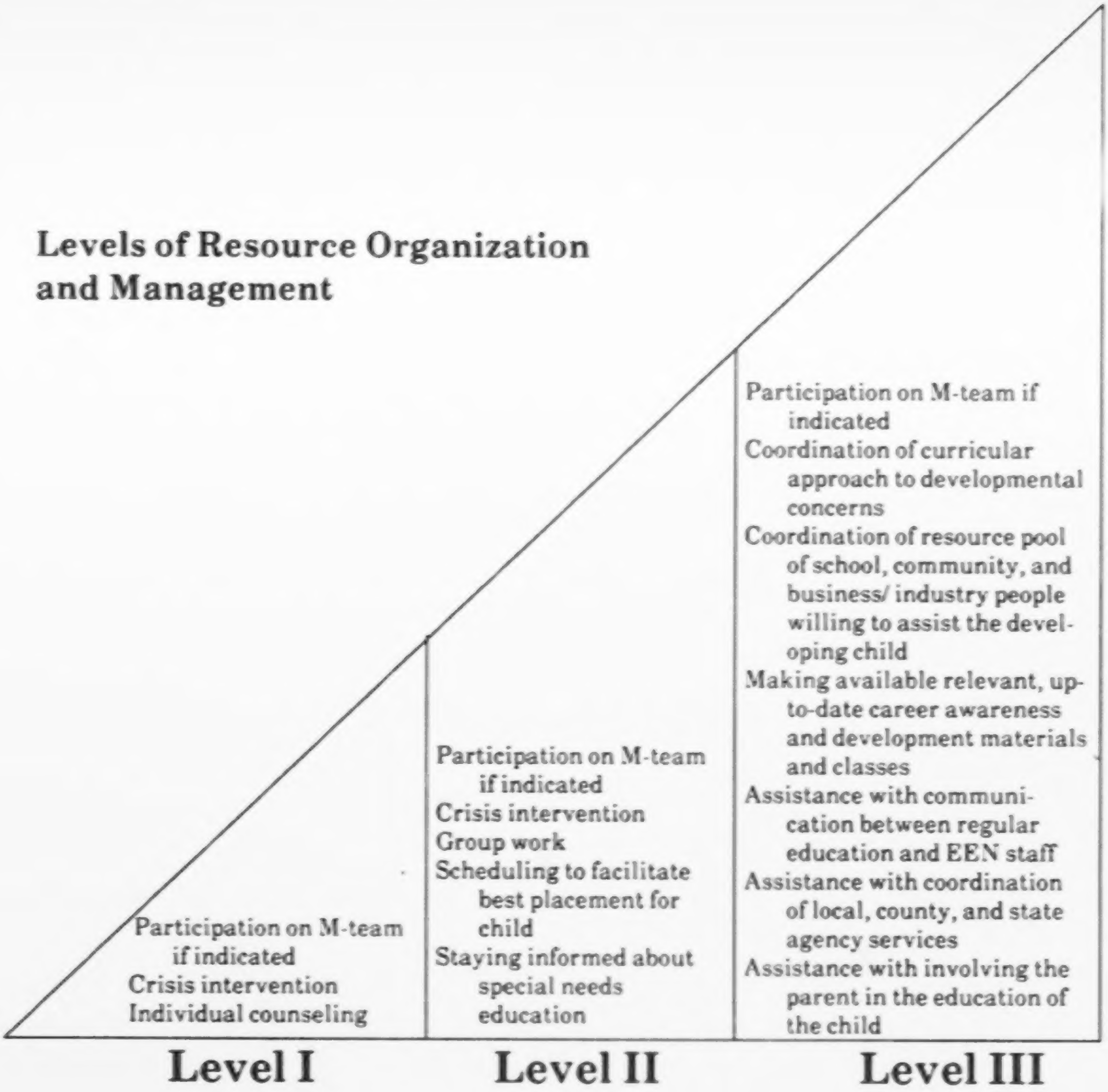
Many services provided for the regular and the exceptional educational needs learner can be coordinated through the framework provided by the WDGM, as it creates a network of individuals who are involved with and available for students.

The emphasis in the WDGM is on prevention, and this has specific significance for guidance of the EEN child. The school counselor, often the bridge between regular and special education at least where scheduling is concerned, must be a participant in the multidisciplinary team (M-Team) process and should have an understanding of school and community resources that can be used to assist in the development of the individualized education plan (IEP) necessary for EEN students. The WDGM framework will facilitate coordination of optimum programming for the EEN student by interfacing with the framework established by special education laws and practices.

The charts on the following pages describe the counselor's role and levels of involvement in helping students with exceptional educational needs attain WDGM learning, personal/social, and career/vocational competencies at all grade levels.

Exceptional Educational Needs and the Counselor's Role

Levels of Resource Organization and Management



Level I

- Participation on M-team if indicated
- Crisis intervention
- Individual counseling

Level II

- Participation on M-team if indicated
- Crisis intervention
- Group work
- Scheduling to facilitate best placement for child
- Staying informed about special needs education

Level III

- Participation on M-team if indicated
- Coordination of curricular approach to developmental concerns
- Coordination of resource pool of school, community, and business/ industry people willing to assist the developing child
- Making available relevant, up-to-date career awareness and development materials and classes
- Assistance with communication between regular education and EEN staff
- Assistance with coordination of local, county, and state agency services
- Assistance with involving the parent in the education of the child

Counselor Involvement with Elementary School EEN Students

Competencies are the same as for regular education students. Emphasis may vary.

	Level I	Level II	Level III
Learning	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed.	Counselor assists special education classroom teacher to orient children to school setting and expectations. Counselor assists special education classroom teacher to assess individual learning needs.	Counselor provides leadership to develop curriculum offerings that will address varied learning needs within a classroom. Counselor provides modes for parental involvement in the education of the child. Counselor assists teachers and other staff to gain information on special learning needs and techniques to deal with them.
Personal/Social	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed.	Counselor coordinates activities which provide for involvement of the family in planning and design of the students' program.	Counselor assists in coordination of services available to EEN student. Counselor ensures involvement of EEN child in curricular guidance activities. Counselor has ongoing program of individual counseling. Counselor provides instructional groups for parents. Counselor helps special education and pupil services staff to coordinate services to the special needs learner.
Career/Vocational	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed.	Counselor assists special education classroom teacher to provide information about occupations.	Counselor provides leadership to develop curriculum offerings that will address varied learning needs within a classroom. Counselor provides modes for parental involvement in the education of the child. Counselor assists teachers and other staff to gain information on special learning needs and techniques to deal with them.

Counselor Involvement with Middle/ Junior High School EEN Students

Competencies are the same as for regular education students. Emphasis may vary.

	Level I	Level II	Level III
Learning	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed. Counselor monitors academic progress and amends the instructional program or reassignment to teachers.	Counselor helps to assess students' learning and placement needs. Counselor helps to coordinate parent involvement with students' education.	Counselor provides leadership to develop guidance curriculum that includes emphasis on study skills, motivation, and responsibility. Counselor assists in the assessment of students' learning needs and placement within the curricular offerings.
Personal/Social	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed. Counselor amends the in-school instructional program and schedule as IEP denotes.	Counselor coordinates involvement of parents in planning and design of the student's program. Counselor provides groups which deal with contemporary developmental concerns.	Counselor assists to coordinate the involvement of EEN students in any curricular school activity that could prove beneficial to their personal/social development. Counselor provides leadership in the planning and design of programs which assist students to overcome such problems as drug and alcohol abuse, parental and family abuse, mental health conditions, and teenage pregnancy. Counselor provides instructional groups for parents. Counselor assists special education and pupil services staff to coordinate services to the special needs learner.
Career/Vocational	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed. Counselor can amend the in-school instructional program and/or reassignment to teachers as the IEP denotes.	Counselor provides ongoing structured group activities, videotape models, and other follow-up and follow-through strategies to assist with career awareness. Counselor assists instructors to teach career planning skills, which include decision making, goal setting, information seeking, and long- and short-range planning.	Counselor assists in coordinating activities which provide for involvement of the family. Counselor provides or assists with the implementation of a broad range of classroom experiences which include films, guest speakers, occupational demonstrations, and relationships of skill development to career planning. Counselor coordinates job shadowing, on-site visits, and other career exploration experiences. Counselor provides career awareness information and classes.

Counselor Involvement with High School EEN Students

Competencies are the same as for regular education students. Emphasis may vary.

	Level I	Level II	Level III
Learning	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed.	Counselor monitors academic progress and amends the instructional program according to IEP. Counselor assists students to choose courses and to understand graduation requirements. Counselor schedules students into appropriate adaptive or alternative classes.	Counselor coordinates a peer tutoring service to provide individualized assistance. Counselor provides information on postsecondary educational opportunities. Counselor monitors academic progress, credit total, and graduation requirements and provides this information to students, parents, and appropriate teachers.
Personal/Social	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed. Counselor can amend the in-school instructional program and/or reassignment to teachers as the IEP denotes.	Counselor coordinates the involvement of parents in the planning and design of students' educational programs and career plans. Counselor facilitates groups which deal with contemporary developmental concerns and self-esteem.	Counselor provides information concerning school and community resources and alternative educational possibilities. Counselor provides leadership in the planning and design of the programs which assist students to overcome such problems as drug and alcohol abuse, parental and family abuse, mental health conditions, and teenage pregnancy. Counselor provides instructional groups for parents. Counselor assists special education and pupil services staff to coordinate services.
Career/Vocational	Counselor participates in M-Team and IEP if indicated. Counselor provides individual counseling as needed. Counselor can amend the in-school instructional program and/or reassignment to teachers as the IEP denotes.	Counselor assists instructors to teach personal and interpersonal work skills and methods to locate, obtain, and keep a job. Counselor provides information on occupational opportunities and alternatives and the labor market relative to interests and abilities.	Counselor provides leadership and assists in the design of alternative educational programs which meet the needs of the EEN learner, such as DVI, EBCE, and WECEP. Counselor makes computer-based career guidance systems (such as WCIS) available to students, teachers, and parents. Counselor makes provisions for establishment of a centralized job placement office to assist students to obtain full-time, part-time, permanent, and temporary jobs within the community.

Contemporary Issues and the WDGM

The adapted WDGM structure adopted by the local school district to coordinate school and community resources is a useful foundation when planning how to develop or incorporate programs which deal with specific contemporary issues students face. WDGM emphasis on developmental competencies, prevention, and coordinated service to all students provides the school district with a base from which to operate. Successful movement through the developmental stages is prevention at its best and gives students maximum skills for dealing with the contemporary problems they will face from time to time.

The Wisconsin Department of Public Instruction (DPI) has developed initiatives and programs which provide assistance to the state's school population and address varied needs. The WDGM structure provides for coordination of such resources with guidance programming. Some DPI programs, with a contact person for each, are listed below.

The Children At Risk Statute (118.153, Wisconsin Statutes) defines children at risk and requires that school boards develop plans to serve them. Included are provisions for school districts to collaborate with school, family, community, and business resources to alleviate high-risk factors in children's lives. Contact Dennis Van Den Heuvel at (608) 266–1723.

Education for Employment (115.367, Wisconsin Statutes) provides grants to school districts for design of instructional, guidance, and work experience programs as preparation for employability. Contact Charlotte Oinonen at (608) 266–7475.

School-Age Parent Programs provide extended childcare services and ensure that teenaged mothers and fathers receive adequate educational and work experience. Contact I. Lorraine Davis at (608) 266–7921.

Alcohol and Traffic Safety Programs provide grants to school districts for instructional materials which support efforts to educate students about the risks of drinking and driving. Contact Russell Hutter at (608) 267–9239.

Alcohol and Other Drug Abuse Programs provide prevention and intervention grants to school districts for programs aimed at diminishing the effects of alcohol and other drugs on youth. Contact Bill Richards, (608) 267–9141, or Susan Fredlund, (608) 267–9242.

Suicide Prevention Programs provide school districts with school/community models to help prevent suicides among teenagers and to help teens cope with post-suicidal trauma and stress. Contact Bill Berkan at (608) 266–7051.

School Nurse and Health Programs provide school districts with comprehensive information and services relating to the health needs of the Wisconsin public school population. Contact Laura Taff at (608) 266–8857.

Appendixes

4

A. *Current Program Profile*
B. *Sample Materials and Resources Inventory*
C. *Counselor Activity Log*
D. *Wisconsin School Counselor Certification Requirements*
E. *Wisconsin School District Standards*
F. *ASCA Ethical Standards for School Counselors*
G. *ASCA Statement on Counselor Evaluation and Sample Materials*
H. *Sample Program Assessment Instruments*
I. *Developmental Guidance Programs in Selected Wisconsin School Districts*
J. *A Systems Approach to Individual Learning and Development*
K. *A Public Relations Example*
L. *The Counselor's Bookshelf*
M. *WDGM Bibliography*

The appendixes which follow are included with the Wisconsin Developmental Guidance Model for the reader's convenience. Among them are worksheets, evaluation forms, and other reference materials that might prove useful to those planning for a kindergarten through 12th grade developmental guidance program.

Materials included were selected from a large number of examples and were chosen to provide a broad overview of the types of materials available. The evaluation instruments were chosen for their applicability to a developmentally based guidance program. Other sample materials are included to give the reader easy access to examples of guidance philosophy, ethical standards, counselor activity log, and so on. An overview of developmental theories has been included to suggest the foundations of the developmental competencies described in the book.

All appendixes are samples, and many other valuable materials exist in guidance and counseling literature and other state and national programs and publications.

Current Program Profile

Elementary School

Examine the competency and check the level at which the competency is addressed in your school

Competencies	**Level I Counselor**	**Level II Counselor and Staff**	**Level III Counselor, Staff, and Other Resources**	**Level I**	**Level II**	**Level III**
•*Understand the school environment and what is expected of students.*	Be available for individual counseling. Provide service to teachers concerning specific children.	Do group work with all children to provide orientation to school.	Meet with parents of all kindergarteners. Explain guidance programs to students and parents.			
•*Understand strengths, abilities, and how to learn most effectively.*	Consult with M-Teams on specific exceptional education needs of students. Work individually with child on how best to learn.	Assist staff to emphasize learning how to learn. Conduct student assessments of individual learning styles and share results with students.	Provide staff inservice in learning styles and identification of same. Establish parent/community volunteer tutoring program.			
•*Understand relationships among ability, effort, and the quality of school achievement.*	Work with underachieving students on an individual basis. Identify children "at risk" and respond to their needs.	Assist with coordination of activities that exhibit relationships between effort and product.	Secure staff agreement on some cause and effect rules for the school. Get business/industry input on motivation techniques and the value of work.			
•*Understand how to assess learning needs and where to seek help.*	Work with individuals who need assistance in self-evaluation. Make certain all children understand who is available to help.	Do team work that provides children with assessment opportunities so they become comfortable with the process.	Train staff to clearly explain tests, report cards, achievement measures, and interest inventories to children and parents.			
•*Understand the process of setting meaningful school achievement goals.*	Work with students who demonstrate a lack of interest in school.	Teach the process of goal setting in curricular and extracurricular activities.	Assist in developing programs illustrating the need to set goals; assist parents to help children set and achieve goals.			

Elementary School (continued)

Examine the competency and check the level at which the competency is addressed in your school						
Competencies	**Level I Counselor**	**Level II Counselor and Staff**	**Level III Counselor, Staff, and Other Resources**	**Level I**	**Level II**	**Level III**
•*Exhibit conflict-resolution skills with adults and peers.*	Work with students who are unable to resolve conflicts in an acceptable manner.	Work with students to minimize conflicts.	Carry out staff development on positive conflict resolution methods as opposed to punishments.			
•*Exhibit respect for individual freedoms and rights of self and others.*	Counsel individually with students who infringe on rights of others.	Work with groups of students to foster an appreciation for rights and freedom of others.	Do staff development to ensure that individual freedoms and rights are examined through the curriculum.			
•*Understand the consequences of actions for self and others.*	Work with groups of individuals who appear unaware of the consequences of their actions.	Assist in activities in the classroom that illustrate the importance of taking responsibility.	Promote classroom visits by police or judges. Organize day with senior citizens.			
•*Understand the influence that physical, emotional, and intellectual behaviors have on one another.*	Work individually with students who do not understand how physical and emotional body functions are interrelated.	Conduct activities which allow students to share common concerns regarding physical and emotional development.	Work with staff to enhance understanding of how all aspects of children's development impact on learning.			
•*Be aware of own emotional, physical, and intellectual development.*	Work with children unaware of their own development. Assist teachers with students who are developmentally immature.	Do group work with students who evidence common developmental difficulties. Teach curricular units on specific developmental areas.	Form groups to assist parents in understanding children's developmental processes. Sensitize staff to respect students' individual rates of growth – emotional, physical, and intellectual.			

Elementary School (continued)

Examine the competency and check the level at which the competency is addressed in your school

Competencies	**Level I Counselor**	**Level II Counselor and Staff**	**Level III Counselor, Staff, and Other Resources**	**Level I**	**Level II**	**Level III**
•*Learn to communicate with peers and adults in various home, school, and community settings.*	Counsel with children who are having difficulty expressing themselves.	Emphasize communication in the classroom by structuring time for talking and sharing.	Coordinate activities in school and out that encourage communication between children and those they need to be able to talk to.			
•*Exhibit positive attitudes toward school, family, and self.*	Work with students who are not adjusting well to school. Assist teachers and parents with these students.	Coordinate programs that ensure positive school experiences for all students.	Carry out staff development to encourage creation of supportive, positive learning climate.			
•*Understand the concept of ongoing change in school, home, and community lives.*	Counsel individual children who are having difficulty in new situations.	Conduct group work to explore change and how it relates to the individual.	Recognize the rapid changes in technology and give students opportunities to see new machines.			
•*Understand and respect differences among people's cultures, lifestyles, attitudes, and abilities.*	Provide individual counseling to solve specific relationship conflicts.	Do group work and team teaching to foster good interpersonal relationships. Team teach with person from another culture to model good intercultural relationships.	Coordinate activities that encourage broadening range of acquaintances. Provide staff and community with opportunities to learn about various cultures represented in the school population.			
•*Acquire knowledge about different occupations and changing male/female roles.*	Provide occupational information to be used by all teachers as a classroom resource.	Coordinate efforts to have a variety of people speak to classes about their nontraditional occupations.	Provide mentorships for students who are interested in specific occupations.			

Elementary School (continued)

Examine the competency and check the level at which the competency is addressed in your school

Competencies	**Level I Counselor**	**Level II Counselor and Staff**	**Level III Counselor, Staff, and Other Resources**	**Level I**	**Level II**	**Level III**
•*Become aware of personal interests and preferences.*	Work with students who have unusual vocational or avocational interests and discuss how they may pursue them.	Do group work to enable students to become comfortable with their vocational interests and lifestyle preferences.	Coordinate community efforts that allow students to pursue their vocational interests outside of school.			
•*Learn how to cooperate and coexist with others in work and play.*	Provide individual counseling to help students solve specific relationship conflicts.	Form a counselor and teacher team for activities that will encourage cooperation.	Carry out staff development to promote cooperation and not competition as a school philosophy.			
•*Understand what it means to work and how school work relates to future plans.*	Team teach a unit on careers and the world of work.	Develop career awareness curriculum or philosophy that provides for ongoing career education in the classroom.	Coordinate relationship among labor and industry and school concerning curriculum that realistically meets the needs of the individual and society.			
•*Become aware of worlds beyond the immediate experience.*	Work with individual students to develop self-awareness.	Teach activities to enhance awareness of self in relation to the rest of the world.	Provide staff inservice to illustrate the need to be aware of self in order to relate well with others.			

Middle/Junior High School

Examine the competency and check the level at which the competency is addressed in your school						
Competencies	**Level I Counselor**	**Level II Counselor and Staff**	**Level III Counselor, Staff, and Other Resources**	**Level I**	**Level II**	**Level III**
•*Develop internal academic motivation.*	Counsel individual students who lack academic motivation.	Discuss with students and parents motivation and how it relates to academic performance.	Develop incentive partnerships with local business/industry to promote academic performance.			
•*Develop good study skills.*	Work with groups of students who have poor study skills.	Encourage staff to examine assignments and requirements and to promote basic study skills.	Work with parents to enable them to assist their children with study skills and homework.			
•*Develop a sense of the future and how to move toward it.*	Do individual work with students who lack understanding of how actions affect consequences.	Promote participation in future problem solving.	Carry out staff development on importance of students' obtaining a future/goal orientation.			
•*Understand strengths and abilities and how to learn most effectively.*	Work individually with students having learning problems. Participate on M-Teams.	Inform parents about learning styles and tutoring strategies.	Do staff development on learning styles and adapting teaching strategies to meet needs of students.			
•*Exhibit problem-solving skills.*	Assist individuals to approach problems in a logical manner.	Encourage utilization of problem-solving skills in the classroom.	Provide information for parents and others on the importance of problem-solving skills.			
•*Understand physical, emotional, and intellectual growth and development.*	Counsel individual students unable to cope with their rapidly changing bodies and/or emotions.	Do group work to discuss the rapid changes students are experiencing.	Assist staff to plan human growth and development classes. Assist parents with growth and development issues.			

Middle/Junior High School (continued)

Examine the competency and check the level at which the competency is addressed in your school

Competencies	Level I Counselor	Level II Counselor and Staff	Level III Counselor, Staff, and Other Resources	Level I	Level II	Level III
•*Develop self and social self-concept.*	Counsel students who have a negative self-concept.	Work with groups to explore individual differences and gain an acceptance of them. Teach students self-assessment and self-referral techniques.	Work to help parents and teachers understand the importance of a positive self-concept and how to foster it in all children.			
•*Understand and develop peer relationships.*	Do group counseling to solve specific relationship conflicts.	Provide curricular and extra-curricular activities which encourage heterogeneous and homogeneous relationships.	Assist staff in developing curricular offerings which deal with interpersonal relationships.			
•*Exhibit positive attitude toward school, family, and self.*	Work with students who exhibit a negative attitude toward school.	Assist teachers and parents attempting to relate to students with a negative attitude.	Carry out staff development activities on creating a positive school climate.			
•*Learn to communicate with parents.*	Counsel individual students having difficulty relating to their parents.	Conduct group sessions on family communication and relations. Provide information on community resources for family counseling.	Assist staff to model good communication skills.			
•*Learn to cope with life's pressures, challenges, defeats, and successes.*	Counsel individual students unable to cope with stress.	Do group work on stress reduction and/ or coping skills.	Plan staff development on stress reduction and recognizing excess stress in students.			
•*Learn to deal with ongoing changes in personal and academic life.*	Counsel individual students having difficulty understanding how and why the world is changing.	Do group work to explore how the changing world will impact on students.	Provide information on changes in the work world and how to be prepared for them.			
•*Understand decision-making skills.*	Work with students who exhibit an inability to make decisions.	Carry out decision-making and problem-solving activities for groups and classes.	Provide staff development on how decision making can be incorporated into all curricular areas.			

Middle/Junior High School (continued)

Examine the competency and check the level at which the competency is addressed in your school						
Competencies	**Level I Counselor**	**Level II Counselor and Staff**	**Level III Counselor, Staff, and Other Resources**	**Level I**	**Level II**	**Level III**
•*Learn to cope with transition in school, home, and community lives.*	Hold orientations to familiarize students with the expectations of the new environment. Counsel students having difficulty adjusting to new environments.	Have classroom discussions on expectations of new environments and how to respond appropriately.	Work with teachers, parents, and others to assist students in the transition periods.			
•*Become informed about alternative educational and vocational choices and preparation for them.*	Provide occupational and educational information to all teachers. Ensure that students understand the impact of course choices.	Coordinate efforts to have guest speakers on various occupational areas.	Coordinate community resources to make all students more fully aware of vocational choices and the education required for them.			
•*Relate personal interests to broad occupational areas.*	Administer interest inventories to students to acquaint them with their interests.	Provide discussions for students on how interests are related to occupational choices.	Carry out staff development activities on interests, occupational choices, and career development.			
•*Understand and use communication skills.*	Work with students having difficulty communicating with peers or adults.	Teach communication skills. Provide interpersonal communication workshops.	Provide staff development on requiring good communication skills in all subject-area classes.			
•*Learn human conflict management with adults and peers.*	Work with students who are unable to resolve conflicts in an acceptable manner.	Do group work with students to better understand differences in individual responses to conflict.	Do staff development on positive conflict resolution methods.			
•*Learn that sex role stereotyping, bias, and discrimination limit choices, opportunities, and achievement.*	Counsel with students who are having difficulty making choices.	Inform students and parents about the career opportunities open to both sexes.	Promote a career day featuring parents and community members who work in traditional and nontraditional careers.			

High School

Examine the competency and check the level at which the competency is addressed in your school

Competencies	Level I Counselor	Level II Counselor and Staff	Level III Counselor, Staff, and Other Resources	Level I	Level II	Level III
•*Understand learning abilities and how best to apply them.*	Work individually with students experiencing learning problems. Work with M-Teams for students experiencing learning difficulties.	Give and explain to students individual learning style inventories.	Do staff development on learning styles and adapting teaching strategies to meet needs of students.			
•*Become informed about self through assessment techniques.*	Schedule individual conferences to discuss results of standardized tests.	Do group work on understanding what tests assess, how to take them, and how to learn from the results.	Assist staff to gain a better understanding of standardized tests and the impact they have on students.			
•*Learn to set realistic goals and develop strategies to reach them.*	Work with students individually to help them set short - and long-term goals.	Hold group discussions on goal-setting and strategies to help students reach goals.	Provide staff development to stress need for students to set goals and methods of helping them do so.			
•*Understand the school curriculum and the impact course selection will have on future plans.*	Meet with each student to schedule classes compatible with future plans.	Meet with groups of students to discuss the need for choosing classes carefully.	Assist staff as they develop and articulate curriculum across the district.			
•*Understand the school environment and what is expected.*	Counsel individual students unable to conform to the school environment and/or expectations.	Team teach to discuss the school environment and its expectations with all students.	Utilize business/industry members to speak on the relationship of school and work.			
•*Understand physical, emotional, and intellectual growth and development.*	Counsel individual students having difficulty coping with development.	Teach and team teach growth and development and how they are interrelated.	Assist staff in developing curriculum which addresses all areas of development.			

High School (continued)

Examine the competency and check the level at which the competency is addressed in your school

Competencies	**Level I Counselor**	**Level II Counselor and Staff**	**Level III Counselor, Staff, and Other Resources**	**Level I**	**Level II**	**Level III**
•*Learn to cope with change and plan for the future.*	Counsel individual students unable to cope with change. Orient new students and/or freshmen.	Conduct group work to discuss the changing world and how it impacts on students.	Do staff development on the impact of change on students. Get input from business/industry on technological change and the future.			
•*Learn human-conflict resolution skills with adults and peers.*	Work with individual students unable to resolve conflicts in a positive manner.	Do group work to discuss individual differences and to minimize conflicts.	Do staff development on individual differences and dealing with them in the classroom.			
•*Understand and appreciate one's own capabilities and those of others.*	Provide opportunities for interaction with individuals of varying ability.	Do group work on understanding one's own capabilities and how best to use them.	Involve school/community with Special Olympics or other similar activities.			
•*Understand personal relationships and how to establish an independent identity.*	Counsel individual students experiencing difficulty developing personal relationships.	Hold small-group discussions on relationships, the need to gain independence, and constructive means of doing so.	Do staff development on understanding students' needs for independence and good personal relationships.			
•*Take responsibility for personal decisions.*	Counsel with students who are unwilling to take responsibility for actions.	Work with peer groups to promote awareness of impact of decisions about issues like drinking and driving, etc.	Secure community/school collaboration to publicize importance of making informed decisions about contemporary issues.			
•*Understand and develop decision-making skills.*	Counsel individual students experiencing difficulty making decisions.	Team teach a unit on decision making and career choice.	Assist staff in incorporating decision-making skills into their curriculums.			
•*Understand the world of work and its expectations for employment.*	Provide materials on occupations and postsecondary institutions.	Team with business/industry experts to teach units on employment expectations.	Assist staff to incorporate world-of-work expectations such as punctuality, responsibility, and accountability into the classroom.			

High School (continued)

Examine the competency and check the level at which the competency is addressed in your school						
Competencies	**Level I Counselor**	**Level II Counselor and Staff**	**Level III Counselor, Staff, and Other Resources**	**Level I**	**Level II**	**Level III**
•Become informed about educational/work alternatives.	Work with individual students on postsecondary educational and work alternatives.	Hold group discussions of educational and work alternatives after high school.	Provide staff development on postsecondary educational and work alternatives. Encourage parent involvement as students explore educational and work alternatives.			
•Understand continuous changes of male/female roles and how this relates to career choice.	Work with individual students experiencing difficulty with the changing roles of men and women.	Hold group discussions on how the changing roles of males and females may affect career opportunities.	Assist staff to gain understanding of how societal attitudes impact on male/female role development.			
•Develop the interpersonal skills necessary for harmony in the workplace.	Counsel students displaying a lack of interpersonal skills.	Do group work or team teaching to discuss how interpersonal skills are required for harmony in the workplace.	Do staff development on how interpersonal skills are essential for all students as they enter the world of work.			
•Become informed about up-to-date employment opportunities during and after high school.	Make employment opportunities and career planning materials available for student use.	Conduct groups to explore various employment and career opportunities. Team teach units on employment opportunities.	Coordinate community resources to give students opportunities to learn of numerous and varied careers. Provide mentorships for students in areas they wish to explore.			
•Form tentative career goals and strategies to reach them.	Assist all students to choose classes that would be required and/or beneficial for their career choices.	Do group work on goal setting and strategies for reaching goals.	Assist staff to develop curriculum that will help students set career goals and strategies to reach them.			
•Understand lifestyle preferences and relate them to occupational interests.	Work with individual students to discuss occupational interests. Administer and interpret interest inventories for students.	Provide opportunities to discuss lifestyles and various occupational interests with community members.	Assist staff to incorporate information on various lifestyles and occupational interests into the curriculum.			

Sample Materials and Resources Inventory

Human (school, community, business)	**Expertise or Skill**
i.e.: John Doe	Banker with excellent computer skills
Mary B.	Second-grade teacher with training in grief counseling
J. Black	Janitor who volunteers as chaperone for all field trips
Sue R.	Social studies teacher who has expressed interest in advocate program
Bill T.	Manufacturer who wants students to gain hands-on experience

Material (school, community, business)	**Use**
i.e.: Computer in central office	Workshops using Wisconsin Career Information System (WCIS)–computer service
Scrap wood in shop	Birdhouse building for fourth graders and elderly citizens' group
Old job application forms from businesses	Use in career awareness classes

Counselor Activity Log

Directions

The purpose of the *Counselor Activity Log* is to provide a convenient standard form a school counselor can use to collect some of the data necessary to perform a "formative" evaluation of his or her own activities. The form was designed to provide a maximum amount of information with a minimum of clerical time spent by the counselor. *The log may be used in totality or adapted to partial use (e.g., use of one or two columns only), depending upon one's particular goal.*

The following steps must be taken in filling out the log.

1. Fill in the date at the top of the form.

2. Code according to the Person Type (PT) Key the individual or group contacted.

   2.1 – Individual student
   2.2 – Teacher or group of teachers
   2.3 – Administrator
   2.4 – Parent or group of parents
   2.5 – Counselor or other counselors
   2.6 – Community representative or a group of community members
   2.7 – Personal work (*e.g.*, professional development, working alone)
   2.8 – Group of students
   2.9 – Alumnus or group of alumni
   2.10 – Student at risk
   2.11 – Adult not in school
   2.12 – Business or industry
   2.13 – Any other person type

3. Code according to the Activity (AC) Key for the type of activity engaged in or the reason for the contact.

   3.1 – Personal/Social – Guidance and counseling that deals with a *specific* personal or social problem
   3.2 – Academic Problems – Guidance and counseling that deals with a *specific* academic problem
   3.3 – Educational Planning – Guidance and counseling that deals with *general* educational planning and curriculum development
   3.4 – Career Planning – Guidance and counseling that deals with *specific* personal career planning
   3.5 – Career Development – Guidance and counseling that provides a program approach to career development for all
   3.6 – Test Planning and Interpretation – Administration and interpretation of test results to individuals or groups of students
   3.7 – Scheduling – The assignment of students to classes so that no conflicts in class size or a student's daily schedule occur. Does not require face-to-face contact with a student.
   3.8 – Programming – Assisting students to select proper courses based on academic and vocational plans. Requires face-to-face contact with individual students.
   3.9 – Administration – Performing strictly administrative functions in the Guidance Department
   3.10 – Consultation – Conferring with pupil service specialists on *specific* topics
   3.11 – Consultation – Conferring with teachers on *specific* topics
   3.12 – Consultation – Conferring with administration on *specific* topics
   3.13 – Professional Development – Reading relevant literature, attending guidance conferences, taking relevant counseling courses
   3.14 – Research – Getting involved in evaluation projects or other projects which yield data relevant to the process of guidance and counseling
   3.15 – M-Team – Working on staffing or following through on an M-Team referral
   3.16 – Coordination – Facilitating guidance programming through specific planning or implementation activities
   3.17 – 20 – Blank; this allows you to code any undefined activity.

4. Code according to the Source of Referral (SR) Key, i.e., who initiated the contact.

5. Code according to the Status (ST) Key. When dealing with a specific problem with a specific individual or student group, make a personal judgment as to the status of the problem.

6. Code according to the Time (TI) Key. The unit of time is 15 minutes, so that

1 = 15 minutes
4 = 1 hour
0.5 = approximately 7 minutes

7. If dealing with an individual student or a student group, write their grade in school in this location.

8. The space allows for a short comment that will provide you with key information about any specific contact made.

Examples

- You give a one-hour orientation on graduation requirements to a group of 9th-grade students. This orientation is required by school policy.

(2) PT	(3) AC	(4) SR	(5) ST	(6) TI	(7) GR	(8) COMMENTS
1	3	7	1	4	9	*Graduation orientation of 30 9th-grade students*

- A parent calls and says his 10th-grade son has been arrested for possession of drugs and asks you to speak with the student. You have a preliminary 1/2-hour session with the student.

(2) PT	(3) AC	(4) SR	(5) ST	(6) TI	(7) GR	(8) COMMENTS
1	1	6	2	2	10	*Will see John Doe again in one week*

- You attend six 1/2-hour sessions at the WSCA convention which you consider relevant to the performance of your duties.

(2) PT	(3) AC	(4) SR	(5) ST	(6) TI	(7) GR	(8) COMMENTS
8	12		1	12		*Attended WSCA convention*

- As director of guidance, you take 4-1/2 hours to review the budgets of the various guidance programs in your district.

(2) PT	(3) AC	(4) SR	(5) ST	(6) TI	(7) GR	(8) COMMENTS
1	3	7	1	4	9	*Review of district guidance program budgets*

Counselor Activity Log

School ID # ____________________

Counselor ID # ____________________

(1) Date ____________________

	Month	Day	Year
Start Date	/	/	/
End Date	/	/	/

(2) PT	(3) AC	(4) SR	(5) ST	(6) TI	(7) GR	(8) COMMENTS

(2)
Person Type Key
1-Student
2-Teacher
3-Administrator
4-Parent
5-Other counselor
6-Community source
7-Personal work
8-Student group
9-Alumni
10-Dropout (school age)
11-Adult not in school
12-Business and industry
13-Other

(3)
Activity Key
1-Personal/social
2-Academic problems
3-Educational planning
4-Career planning
5-Career development
6-Testing
7-Scheduling
8-Programming
9-Administration
10-Consultation with Pupil Services
11-Consultation with teachers
12-Consultation with administrators
13-Professional development
14-Research
15-M-Team
16 -
17 -
18 -
19 -
20 -

(4)
Source of Referral Key
1-Student
2-Teacher
3-Administrator
4-Parent
5-Other counselor
6-Community source
7-Counselor-self
8-Social worker
9-School psychologist
10-Other

(5)
Status Key
1-Resolved
2-Unresolved
3-Plan for resolution established

(6)
Time Key
mod. of 15 min.

(7)
Grade Key
Grade in school

Source: Wisconsin Department of Public Instruction, revised 1986.

Wisconsin School Counselor Certification Requirements

Because of the counselors' training, experience and personal orientation, it is appropriate that they assume responsibility for assuring that students systematically receive informed guidance to maximize their learning in school, to make well-informed educational and vocational plans, and to make personally meaningful decisions.

School counselor certification as defined in the Wisconsin Administrative Code, PI 3.07(9) and (14) requires that school counselors have the training and demonstrated proficiencies to

a. Understand the philosophy, purpose, and structure of the total school enterprise, including the organization and administration of public schools and pupil services programs.

b. Understand the psychological foundations of individual and group behavior, including vocational psychology, the structure of personality, child and adolescent development, and teaching and learning processes.

c. Understand cultural and societal conditions which affect students' development and learning including ethnicity, special education populations, work values, economic systems, urban and rural lifestyles, cultural mores, health and nutrition problems, changing sex roles, stereotyping, demographics, and parenting.

d. Develop staff relationships to effectively implement guidance programs within the total curriculum including the understanding of and ability to engage in consulting, coordinating, and communicating functions.

e. Understand career development theories and practices over the lifespan and the ability to use this knowledge effectively in the school guidance program.

f. Understanding of professional issues including student rights; the counselor and the law; codes of ethics; goals and objectives of professional organizations; and standards of preparation and certification, licensing, and role identity of counselors.

g. Understand child welfare systems such as but not limited to juvenile justice; public health; mental health; developmental disabilities; and county social services; systems that provide services to children identified as juvenile delinquents, mentally ill, developmentally disabled, or in need of protection and services.

h. Effectively organize and administer comprehensive school guidance programs including the use of community resources and appropriate technology in the program.

i. Generate, analyze, and synthesize data about the behaviors, progress, and needs of students individually and within groups.

j. Interpret relevant pupil services research and to implement evaluation procedures necessary for the improvement of school practices related to counseling and guidance.

k. Understand and engage in individual counseling and group guidance processes that facilitate students' self-awareness, self-understanding, and self-acceptance in relation to educational and career development as evidenced by satisfactory completion of a supervised practicum experience in a school setting.

Wisconsin School District Standards

Section 121.02(1), Wisconsin Statutes

Each school board shall:

(a) Ensure that every teacher, supervisor, administrator and professional staff member holds a certificate, license or permit to teach issued by the department before entering on duties for such position.

(b) Annually, establish with school board employes a professional staff development plan designed to meet the needs of individuals or curriculum areas in each school.

(c) Provide remedial reading services for under-achieving students in grades kindergarten through grade 3.

(d) Operate a 5-year-old kindergarten program, except in union high school districts.

(e) Provide guidance and counseling services.

(f) 1. Schedule at least 180 school days annually, less any days during which the state superintendent determines the school is not held or educational standards are not maintained as the result of a strike by school district employes.

2. Annually, schedule at least 525 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period.

(g) Provide for emergency nursing services.

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(i) Provide safe and healthful facilities.

(j) Ensure that instruction in elementary and high schools in health, physical education, art and music is provided by qualified teachers.

(k) Develop a written, sequential curriculum plan that includes language arts, mathematics, social studies, science, health, computer literacy, environmental education, vocational education, physical education, art and music. The plan shall specify objectives, course content and resources and shall include a program evaluation method.

(l) 1. In the elementary grades, provide regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music.

2. In grades 5 to 8, provide regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music. The school board shall also provide pupils with an introduction to career exploration and planning.

3. In grades 9 to 12, provide access to an educational program that enables pupils each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music. In this subdivision, "access" means an opportunity to study through school district course offerings, independent study, cooperative educational service agencies or cooperative arrangements between school boards and postsecondary institutions.

(m) Provide access to an education for employment program that has been approved by the state superintendent.

(n) Develop a plan for children at risk under s.118.153.

(o) Annually, adopt and publish a performance disclosure report. The report shall describe the school board's and each school's educational goals and objectives, including learning-related performance objectives, and the results of the tests administered under par.(s) during the previous school year.

(p) Comply with high school graduation standards under s.118.33(1).

(q) Evaluate, in writing, the performance of all certified school personnel at the end of their first year and at least every third year thereafter.

(r) Annually administer a standardized reading test developed by the department to all pupils enrolled in the school district in grade 3.

(s) Using achievement tests that are aligned with the school district's curriculum, test all of the pupils enrolled in the school district in reading, language arts and mathematics at least twice in grades kindergarten to 6, at least once in grades 7 to 9 and at least once in grades 10 to 12.

(t) Provide access to an appropriate program for pupils identified as gifted or talented.

121.02 (2) In order to ensure compliance with the standards under sub.(1), the state superintendent shall annually conduct a general on-site audit of at least 20 percent of all school districts, selected by means of a a stratified, random sample. The state superintendent shall audit each school district at least once every 5 years but may not audit a school district more than once every 3 years. The state superintendent shall ensure that the audit process involves school board members, school district administrators, teachers, pupils, parents of pupils and other residents of the school district. Nothing in this subsection prohibits the state superintendent from conducting an inquiry into compliance with the standards upon receipt of a complaint.

121.02 (3) Prior to any finding that a school district is not in compliance with the standards under sub.(1), the state superintendent shall, upon request of the school board or upon receipt of a petition signed by the maximum number of electors allowed for nomination papers of school district officers under s. 8.10(3)(i), (km) or (ks), conduct a public hearing in the school district. If the state superintendent, after the hearing, finds that the district is not in compliance with the standards, the state superintendent may develop with the school board a plan which describes methods of achieving compliance. The plan shall specify the time within which compliance shall be achieved. The state superintendent shall withhold up to 25 percent of state aid from any school district that fails to achieve compliance within the specified period.

121.02 (4) Any school district which is completely surrounded by water may meet the requirements of this section by being in substantial compliance with the standards in sub.(1). Annually by August 15, the school district shall submit to the state superintendent for approval a report describing the methods by which the school district intends to substantially comply with the standards. The state superintendent shall allow any such school district maximum flexibility in the school district's substantial compliance plans.

121.02 (5) The state superintendent shall promulgate rules to implement and administer this section, including rules defining "regular instruction" for the purpose of sub.(1)(L) 1 and 2.

ASCA Ethical Standards for School Counselors

Preamble

The American School Counselor Association is a professional organization whose members have a unique and distinctive preparation, grounded in the behavioral sciences, with training in clinical skills adapted to the school setting. School counselors subscribe to the following basic tenets of the counseling process from which professional responsibilities are derived.

1. Each person has the right to respect and dignity as a human being and to counseling services without prejudice as to person, character, belief, or practice.
2. Each person has the right to self-direction and self-development.
3. Each person has the right of choice and the responsibility for decisions reached.
4. The counselor assists in the growth and development of each individual and uses his/her highly specialized skills to insure that the rights of the counselee are properly protected within the structure of the school program.
5. The counselor-client relationship is private and thereby requires compliance with all laws, policies, and ethical standards pertaining to confidentiality.

In this document, the American School Counselor Association has identified the standards of conduct necessary to maintain and regulate the high standards of integrity and leadership among its members. The Association recognizes the basic commitment of its members to the Ethical Standards of its parent organization, the American Association for Counseling and Development, and nothing in this document shall be construed to supplant that code. The Ethical Standards for School Counselors were developed to complement the AACD standards by clarifying the nature of ethical responsibilities of counselors in the school setting. The purposes of this document are to

1. Serve as a guide for the ethical practices of all school counselors regardless of level, area, or population served.
2. Provide benchmarks for both self-appraisal and peer evaluations regarding counselor responsibilities to pupils, parents, professional colleagues, school and community, self, and the counseling profession.
3. Inform those served by the school counselor of acceptable counselor practices and expected professional deportment.

A. *Responsibilities to Pupils*

The school counselor

1. Has a primary obligation and loyalty to the pupil, who is to be treated with respect as a unique individual.
2. Is concerned with the total needs of the pupil (educational, vocational, personal, and social) and encourages the maximum growth and development of each counselee.
3. Informs the counselee of the purposes, goals, techniques, and rules of procedure under which she/he may receive counseling assistance at or before the time when the counseling relationship is entered. Prior notice includes the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints.
4. Refrains from consciously encouraging the counselee's acceptance of values, lifestyles, plans, decisions, and beliefs that represent only the counselor's personal orientation.

5. Is responsible for keeping abreast of laws relating to pupils and ensures that the rights of pupils are adequately provided for and protected.
6. Makes appropriate referrals when professional assistance can no longer be adequately provided to the counselee. Appropriate referral necessitates knowledge about available resources.
7. Protects the confidentiality of pupil records and releases personal data only according to prescribed laws and school policies. The counselor shall provide an accurate, objective, and appropriately detailed interpretation of pupil information.
8. Protects the confidentiality of information received in the counseling process as specified by law and ethical standards.
9. Informs the appropriate authorities when the counselee's condition indicates a clear and imminent danger to the counselee or others. This is to be done after careful deliberation and, where possible, after consultation with other professionals.
10. Provides explanations of the nature, purposes, and results of tests in language that is understandable to the client(s).
11. Adheres to relevant standards regarding selection, administration, and interpretation of assessment techniques.

B. Responsibilities to Parents

The school counselor

1. Respects the inherent rights and responsibilities of parents for their children and endeavors to establish a cooperative relationship with parents to facilitate the maximum development of the counselee.
2. Informs parents of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and counselee.
3. Provides parents with accurate, comprehensive, and relevant information in an objective and caring manner.
4. Treats information received from parents in a confidential and appropriate manner.
5. Shares information about the counselee only with those persons properly authorized to receive such information.
6. Follows local guidelines when assisting parents experiencing family difficulties which interfere with the counselee's effectiveness and welfare.

C. Responsibilities to Colleagues and Professional Associates

The school counselor

1. Establishes and maintains a cooperative relationship with faculty, staff, and administration to facilitate the provision of optimum guidance and counseling services.
2. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information, and staff consultation.
3. Treats colleagues with respect, courtesy, fairness, and good faith. The qualifications, views, and findings of colleagues are represented accurately and fairly to enhance the image of competent professionals.
4. Provides professional personnel with accurate, objective, concise, and meaningful data necessary to adequately evaluate, counsel, and assist the counselee.
5. Is aware of and fully utilizes related professions and organizations to whom the counselee may be referred.

D. Responsibilities to the School and Community

The school counselor

1. Supports and protects the educational program against any infringement not in the best interest of pupils.

2. Informs appropriate officials of conditions that may be potentially disruptive or damaging to the school's mission, personnel, and property.
3. Delineates and promotes the counselor's role and function in meeting the needs of those served. The counselor will notify appropriate school officials of conditions which may limit or curtail their effectiveness in providing services.
4. Assists in the development of (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet pupil needs, and (3) a systematic evaluation process for guidance and counseling programs, services, and personnel.
5. Works cooperatively with agencies, organizations, and individuals in the school and community in the best interest of counselees and without regard to personal reward or remuneration.

E. *Responsibilities to Self*

The school counselor

1. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
2. Is aware of the potential effects of personal characteristics on services to clients.
3. Monitors personal functioning and effectiveness and refrains from any activity likely to lead to inadequate professional services or harm to a client.
4. Strives through personal initiative to maintain professional competence and keep abreast of innovations and trends in the profession.

F. *Responsibilities to the Profession*

The school counselor

1. Conducts herself/himself in such a manner as to bring credit to self and the profession.
2. Conducts appropriate research and reports findings in a manner consistent with acceptable educational and psychological research practices.
3. Actively participates in local, state, and national associations which foster the development and improvement of school counseling.
4. Adheres to ethical standards of the profession, other official policy statements pertaining to counseling, and relevant statutes established by federal, state, and local governments.
5. Clearly distinguishes between statements and actions made as a private individual and as a representative of the school counseling profession.

G. *Maintenance of Standards*

Ethical behavior among professional school counselors is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues, or if counselors are forced to work in situations or abide by policies which do not reflect the standards as outlined in these *Ethical Standards for School Counselors* or the AACD *Ethical Standards*, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor shall utilize the channels established within the school and/or system. This may include both informal and formal procedures.
2. If the matter remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
   –local counselor association
   –state counselor association
   –national counselor association

H. References

School counselors are responsible for being aware of and acting in accord with the standards and positions of the counseling profession as represented in such official documents as those listed below. A more extensive bibliography is available from the ASCA Ethics Committee upon request.

Ethical Standards (1981). American Association for Counseling and Development. Alexandria, VA.

Ethical Guidelines for Group Leaders (1980). Association for Specialists in Group Work. Alexandria, VA.

Principles of Confidentiality (1974). ASCA Position Statement. American School Counselor Association. Alexandria, VA.

Standards for Educational and Psychological Tests and Manuals (1974). American Psychological Association. Washington, DC.

Ethical Principles in the Conduct of Research with Human Participants (1973). American Psychological Association. Washington, DC.

(*Ethical Standards for School Counselors* is an adaptation of the ASCA *Code of Ethics* (1972) and the California School Counselor Association *Code of Ethics* (revised, 1984). Adopted by the ASCA Delegate Assembly March 19, 1984.)

ASCA Statement on Counselor Evaluation

Counselor evaluation has become a major, nationwide concern of school counselors. There is need to develop a system for evaluating school counselors that is more appropriate to their role than are existing forms used for evaluating instructional staff. The matter surfaced on the floor of the 1979 Delegate Assembly and soon thereafter, the Governing Board assigned the task of developing a counselor evaluation model to the Members-at-Large.

The first step in the assignment was to request counselor evaluation instruments from state Departments of Education. The response was good, with 29 state and local educational units sharing materials and/or sources of information. However, many of the evaluation plans and instruments received were designed for evaluation of guidance services rather than evaluation of counselor performance.

This collection of materials and the ASCA Role Statements formed the basis for development of proposed items to be included in the ASCA model. The items were sent to 12 reactors including school counselors at the various work levels, directors of guidance or pupil services, and counselor educators. The materials were also critiqued by ten counselors in Alaska. Reactors were asked to complete a questionnaire, "Reaction to Proposed Counselor Evaluation Model."

Although there were many positive reactions to the materials, overall reaction confirmed the initial feeling of the Governing Board that ASCA cannot design an evaluation model that is appropriate for all school systems. The first revision of the evaluation instrument, critiqued by counselors attending the 1981 Wisconsin School Counselor Association conference, as well as the 12 reactors and four counselors in Franklin, Massachusetts, reconfirmed this opinion.

Because the proposed evaluation instrument goes beyond minimal competencies, it is threatening to many counselors. Some reactors objected to the numerical rating system, even though there is provision for comments. There was some concern that evaluators, especially principals, would not understand the terminology of the instrument. But since evaluation is a cooperative effort of the evaluator and evaluatee, designers of the instrument felt that it could serve as an avenue for educating administrators in guidance and counseling.

After several months of effort to develop a single counselor evaluation model, the designers concluded that it would be more practical to develop a counselor evaluation packet that included guidelines for preparation of evaluation plans. The ASCA evaluation packet is not intended to be the final answer to counselor evaluation. It is offered as an aid to persons responsible for developing evaluation plans at the local level.

In some school systems, evaluation procedures have been adopted for all personnel, and counselor evaluation must conform to those procedures. For example, there are those school systems that identify competencies for each category of personnel and use a single narrative-type evaluation form that has no listing of items to be checked or numerically rated. The ASCA instrument combines narration and goal setting with the listing of items. Samples of other evaluation forms are included in the ASCA packet for consideration of those who feel the ASCA instrument is too theoretical. It is hoped that ideas gleaned from the various forms will be helpful to those responsible for designing evaluation instruments for local use.

As they worked toward a counselor evaluation model, the designers came to recognize these concepts as basic to all their work.

1. There is no perfect instruction or process to satisfy all human expectations in the evaluation of job performance.

2. Evaluation cannot be totally objective; some subjectivity will remain and must be understood as part of the process at the present state of the art.
3. There is confusion over process evaluation and outcome evaluation, raising the question, "Should the counselor be evaluated on ability to provide a well-organized guidance program and/or on the quality of the student outcome?"
4. Outcome evaluation can be difficult, for so many variables may be responsible for the behavior believed to have resulted from counseling.
5. Improvement of counseling along with accountability to students and to the public requires the conduct of quality counselor evaluation programs and processes.
6. Evaluation adequately and cooperatively planned with proper regard for implementation and effective follow-up can be the key to improved counseling and guidance.
7. Counselor competencies must be clearly identified before the evaluation process begins.
8. A single counselor evaluation instrument is not likely to satisfy the needs of all school systems.
9. There is an apparent need for research in the area of counselor evaluation. A search of the literature indicates that much more has been accomplished in the area of guidance program evaluation.
10. Evaluation is difficult to conceptualize in all its ramifications, as is evidenced by the objections of some local associations (unions) to the implementation of counselor evaluation plans on the grounds that such plans violate negotiated contracts.

ASCA Guidelines for Developing a Counselor Evaluation Plan

Many school systems have established or are in the process of establishing procedures for evaluating all categories of personnel. Committees or task forces comprising teachers, administrators, and support personnel are sometimes charged with the responsibility of developing evaluation plans. Often subcommittees are formed to provide input from the various categories such as teachers, counselors, psychologists, and others. In some states, the School Counselor Association or the Personnel and Guidance Association has named committees or task forces to identify counselor competencies and design evaluation plans including evaluation instruments. The following guidelines are presented for benefit of individuals, committees, or task forces assuming this responsibility.

1. Review the literature relevant to counselor competencies and evaluation. The bibliography (Appendix G8), can be a starting point, even though it is not all-inclusive. As it is used, it will be discovered that many of the sources pertain to evaluation of guidance programs. Even so, ideas that may be helpful in writing a job description or listing counselor competencies may be found.
2. Obtain the ASCA statement on evaluation (see Appendix G1), paying close attention to the basic concepts of evaluation as given in the statement.
3. Request evaluation plans and/or instruments from chief state school officers. Contact your state department of education or American Association headquarters for addresses.
4. Write a philosophy of evaluation in keeping with the philosophy of the local school system. Refer to the Philosophy of Appraisal (Appendix G3), for help in getting started.
5. State objectives of counselor evaluation.
6. Review your school system's listing of counselor competencies. Revise it if necessary. Prepare a listing if there is none. The bibliography cites several sources that may be of assistance.
7. Review your school system's job description for school counselors. It may need revision. If your system has no job description, it may be helpful to prepare one. There are many job description formats. If your school system has an adopted format for all positions, you will be expected to use it. Be careful to exclude any noncounselor functions from the job description.
8. Study various types of evaluation instruments (forms) before designing one. Some are lists requiring only check marks. Others are statements requiring numerical ratings. Still others are the narrative or comment type, providing for written statements of strengths and/or weaknesses. Most instruments group evaluative statements under various categories such as counseling, consulting, coordinating, and professional qualities. The ASCA instrument combines a listing of evaluative statements that are to be given numerical ratings with comments and goal setting. In designing your instrument, be sure to exclude noncounselor functions. Remember, this instrument can serve as an avenue for education of administrators in guidance and counseling.
9. Consider inclusion of performance objectives in your plan. An important part of many evaluation plans is a statement of performance objectives agreed upon by the evaluator and the evaluatee. See Performance Objectives with suggested form (Appendix G5). Formulating performance objectives and an action plan can be the most beneficial aspect of evaluation. Even the most competent counselor can set a

goal that has not been attained due to lack of time or opportunity, and work toward attainment of that goal. After all, evaluation in its highest form provides for the professional growth of the evaluatee.

10. List the steps in the evaluation procedure. However, your school system may have its own set of steps. The Evaluation Procedure (Appendix G4), may be of assistance if a set must be developed.
11. Study the legal aspects of evaluation. Outline the appeal process or recourse procedures. A sample outline is not provided because each school system should have its own, and compliance will be required. Be sure, though, that it is included in your evaluation plan.
12. Devise a form to evaluate the evaluation plan. Counselor Analysis of Evaluation Process (Appendix G7).
13. Arrange for all materials to be printed in a handbook or manual. A glossary, bibliography, statement from the local committee, and even other forms may be included.
14. Insist on inservice sessions for evaluators.
15. Present the evaluation plan to counselors in area inservice meetings. Be sure that the sessions are well planned and well executed.
16. Give the plan a trial run for a year.
17. Provide counselors with a form to assess the evaluation plan at the end of the year. See Counselor Analysis of Evaluation Process (Appendix G7).
18. Make needed revisions based on information obtained through the Counselor Analysis of Evaluation Process (Appendix G7).

Philosophy of Counselor Appraisal/Evaluation

The American School Counselor Association has adopted the philosophy of appraisal of the Millard Public Schools, Omaha, Nebraska. This philosophy is stated below.

a. We believe that we have a responsibility to students, patrons, and staff members to carry on a continuous program of appraisal of the competencies of professional personnel.
b. We believe that improvement of competence is always possible; a need for improvement does not necessarily imply incompetence.
c. We believe that appraisal affords opportunities for formal recognition of successful performance.
d. We believe that appraisal is a cooperative process wherein the individual appraised and the person responsible for making the appraisal feel a joint responsibility to focus upon performance areas needing improvement, to work together to achieve the best results, and to assess the results.
e. We believe that improvement of individual performance is not accidental. Improvement comes when a deliberate effort is made to achieve it.
f. We believe that appraisal is a means, not an end in itself. The procedures should motivate self-improvement of the appraisee.
g. We believe that appraisal is more than mere inspection and rating. It must, and does, involve work, planning, and review.
h. We believe that there should be performance guidelines and standards which staff members may use in self-appraisal and which appraisers may use as they counsel and assist those with whom they are working.
i. We believe that the individual being appraised should have a number of appraisal visitations and conferences with the person doing the appraising. The staff member should be given a copy of all appraisal and objective records, along with the opportunity to discuss and dissent with the appraiser's responses.

The Evaluation Procedure

STEP 1. Identification of Needs/Goal Setting

During the first month of school, the counselor will be notified of the evaluation, given the appropriate materials, and given an opportunity to discuss the process. The counselor will do a self-appraisal using the evaluation form as a guide.

By the second week in October, the principal and the guidance supervisor will have made the first of two required visitations with the counselor. The self-appraisal and evaluators' suggestions will determine the area of goal setting based on specific criteria contained in the evaluation form. The counselor will then establish and list in priority order a minimum of two performance objectives derived from these identified areas of goal setting.

STEP 2. Observation and Progress

The evaluation process continues with on-site visits and written and verbal communication between the counselor and the evaluators. If problems arise, the evaluators must provide assistance.

STEP 3. Final Appraisal

Prior to the final conference, the counselor, the principal, and the guidance supervisor shall each complete an evaluation form. Based on written and oral communication, on-site visits, and other formal and informal observations, and discussion at the final conference, the principal and the guidance supervisor will complete the final form. Each person will sign it, and the original form will be filed in the Personnel Division by March 1, with copies to be retained by the principal and the counselor.

Note: Observation of group guidance activities presents no problem. Observation of counseling interviews, however, remains an unresolved problem in counselor evaluation. With student and parent permission in writing, such observation may be possible, but it is doubtful that the session will be an authentic one.

It may be necessary for evaluators to indicate on the evaluation form that an item pertaining to interviewing skills is not observable. This does not preclude the counselor's own self-evaluation of interviewing skills and establishment of performance objectives in this area.

Adapted by the American School Counselor Association form the Kenawha County Schools, Charleston, WV.

Performance Objectives

Identifying Objectives

An interesting and beneficial part of the evaluation process is the establishment of performance objectives. A performance objective is a statement of a goal, the action to be performed to achieve that goal, and the expected outcome.

Following the preliminary evaluation conference, the counselor will establish specific performance objectives directly related to items identified and mutually agreed upon as "Areas for Goal Setting." The counselor should have the expectation of help from the principal, the guidance supervisor and other sources.

A goal may not be achieved during the current school term, and it may be an ongoing process to be carried over into the following year. Also, the achievement of a goal may not completely bring about the anticipated outcome.

Suggested Form

Performance Objectives for Improvement of Counseling and/or Personal and Professional Growth

Name ____________________ School ____________________ Year ________

Performance Objective	Action Plan	Results

Counselor Evaluation Form
19 ____ - 19 ____

Name of counselor ______________________________

School ______________________________

Years experience in present counseling position ____________

Total years counseling experience: Guidance County ____ Other school systems ________

Present assignment level

Elementary ☐ Middle/Junior ☐ High School ☐ Postsecondary ☐ Other ____________

Evaluator ______________________ Title ______________________

Directions

I. The Rating Scale: Please write the appropriate number in the space provided beside each item. Mark the space N/A if you feel the item is not applicable or N/O if you feel the item is not observable. In schools where there is more than one counselor, the individual is to be evaluated in light of his/her responsibility to the guidance team approach.

A. The rating scale is numbered 4 through 1.

4 – Performance consistently exceeds expectations.
3 – Performance consistently meets expectations.
2 – Performance generally meets expectations, but improvement is needed in specific areas.
1 – Performance is unsatisfactory, and little or no improvement has resulted from consultation.

B. An overall rating must be given for each of the nine general areas.

II. Comments: The evaluator will use the comments space to recognize areas of exceptional strength or weakness or of significant improvement. The space must also be used to identify specified areas for a 2 or 1 rating. It is not necessary for the evaluator to comment on each item of a general area.

III. Summary Evaluation: The summary evaluation, on the final page, must be checked (√). The signatures of the evaluator and the counselor are required.

IV. Professional Growth: The section "Professional Growth" is to be used by the counselor to update his/her professional file with current professional activities and organizations.

RATING	CRITERIA
	I. The Guidance and Counseling Process
	1.0 Planning and Organization
	1.1 Develops goals and objectives for a systematic, comprehensive, developmental guidance program.
	1.2 Determines desired student outcomes based on program goals.
	1.3 Designs and implements a developmental guidance approach.
	1.4 Establishes priority outcomes for each developmental level.
	1.5 Designs and implements a program evaluation system.
	1.6 Articulates the guidance program throughout the student's enrollment.
	1.7 Involves teachers, administrators, pupil services staff, parents, and community members as members of the guidance team.
	2.0 Guidance and Counseling Climate
	2.1 Creates an atmosphere in which confidence, understanding, and respect result in a helping relationship.
	2.2 Sees students as individuals and acknowledges their right to acceptance as human beings.
	2.3 Indicates conditions under which confidentiality is provided with respect to privileged communication.
	2.4 Provides a well-organized, attractive environment conducive to effective guidance and counseling.
	3.0 Guidance and Counseling Techniques
	3.1 Demonstrates skill in individual and group counseling.
	3.2 Conducts appropriate developmental group guidance activities.
	3.3 Uses a variety of methods to disseminate guidance information.
	3.4 Makes effective use of media and audiovisual materials.
	3.5 Demonstrates effective interaction skills.
	4.0 Services to Students
	Assists students in
	4.1 developing a positive self-concept.
	4.2 appraising and understanding self.
	4.3 acquiring interpersonal relation skills.
	4.4 developing an awareness of the world of work.
	4.5 coping with personal and social concerns.
	4.6 adjusting to the school environment.
	4.7 making educational and career plans.
	4.8 applying decision-making skills.
	4.9 developing study skills.

4 – Performance consistently exceeds expectations.
3 – Performance consistently meets expectations.
2 – Performance generally meets expectations, but improvement is needed in specific areas.
1 – Performance is unsatisfactory, and little or no improvement has resulted from consultation.

EVALUATION COMMENTS	OVERALL RATING
I. The Guidance and Counseling Process 1.0 Planning and Organization	
2.0 Guidance and Counseling Climate	
3.0 Guidance and Counseling Techniques	
4.0 Services to Students	

RATING	CRITERIA
	5.0 Services to the Parent/Guardian
	Assists the parent/guardian in
	5.1 forming realistic perceptions of the student's aptitudes, abilities, interests, and attitudes as related to social/personal development and educational/career planning.
	5.2 acquiring information about school and other resources that will contribute to the continuing development of the student.
	5.3 understanding child/adolescent growth and development.
	5.4 improving family communication skills.
	5.5. using strategies for encouraging student learning.
	5.6 channeling skills and abilities into school setting as a resource.
	5.7 interpreting student academic appraisals.
	6.0 Services to the School Staff
	6.1 Provides consultative service in support of efforts to meet student developmental needs.
	6.2 Serves as a resource person to teachers in developing and presenting guidance units for curricular areas.
	6.3 Provides current guidance information and materials to teachers conducting classroom guidance activities.
	6.4 Contributes to curricular development.
	6.5 Assists the administrator in planning and implementing inservice programs for the staff.
	6.6 Facilitates smooth student transition from one level to the next (kindergarten through postsecondary).
	6.7 Shares responsibility for student placement.
	6.8 Serves as an effective liaison with school pupil services.
	6.9 Coordinates student assessment and interprets appropriate data.
	6.10 Participates in ongoing studies related to student needs.
	6.11 Conducts follow-up studies of students.
	6.12 Communicates with staff to coordinate districtwide guidance program.
	7.0 Liaison Relationships
	7.1 Establishes and maintains ongoing liaison relationships with various individuals and agencies that play a significant role in student development.
	7.2 Coordinates the use of community-based programs and services that enhance the guidance and counseling program.
	7.3 Establishes and maintains ongoing liaison relationships with personnel in other educational institutions.
	7.4 Implements a planned public relations program that includes communication with external publics as well as internal publics.
	7.5 Coordinates business/industry partnerships to foster career development in the schools.

4 – Performance consistently exceeds expectations.
3 – Performance consistently meets expectations.
2 – Performance generally meets expectations, but improvement is needed in specific areas.
1 – Performance is unsatisfactory, and little or no improvement has resulted from consultation.

EVALUATION COMMENTS	OVERALL RATING
5.0 Services to the Parent/Guardian	
6.0 Services to the School Staff	
7.0 Liaison Relationships	

RATING	CRITERIA
	II. Professional Qualities/Practices/Awareness
	8.0 Professional Qualities
	8.1 Accepts constructive criticism.
	8.2 Reflects ability to work with people in a positive, flexible manner.
	8.3 Exhibits a positive self-concept.
	8.4 Functions in difficult situations with self-assurance.
	8.5 Possesses health and stamina for effective job performance.
	8.6 Can be depended upon to carry out responsibilities.
	8.7 Is regular in attendance.
	8.8 Is punctual in areas of responsibility.
	8.9 Practices standard English usage in speaking and writing.
	8.10 Exhibits ability to coordinate and manage individuals and materials
	9.0 Professional Practices and Awareness
	9.1 Demonstrates nonjudgmental attitudes.
	9.2 Exhibits respect for and knowledge of diverse cultural backgrounds.
	9.3 Refrains from sex-role stereotyping.
	9.4 Responds to needs of all students including those with exceptional needs.
	9.5 Uses time effectively for guidance and counseling and resists efforts aimed at unreasonable use of time for nonguidance activities.
	9.6 Maintains high professional ethics.
	9.7 Is aware of own level of professional competence and represents this level accurately to others.
	9.8 Takes advantage of opportunities for professional growth.
	9.9 Meets regularly with other professionals to share concerns and practices.
	9.10 Keeps informed on current theories, practices, developments, and trends in guidance and counseling and education.

4 – Performance consistently exceeds expectations.
3 – Performance consistently meets expectations.
2 – Performance generally meets expectations, but improvement is needed in specific areas.
1 – Performance is unsatisfactory, and little or no improvement has resulted from consultation.

EVALUATION COMMENTS	OVERALL RATING
II. Professional Qualities/Practices/Awareness 8.0 Professional Qualities	
9.0 Professional Practices and Awareness	

SUMMARY EVALUATION

This reflects an overall appraisal of counseling performance. It is not an average of the ratings. On the basis of this evaluation, this counselor's overall performance is rated

4 ______________ 3 ______________ 2 ______________ 1 ______________ .

________ I recommend commendation for outstanding work.

________ I recommend continued employment.

________ I do not recommend continued employment.

____

Evaluator's Signature Title Date

I have discussed this evaluation with the evaluator and have received a copy.

______________________________ ______________

Counselor's Signature Date

If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position, the copy to be retained by the principal and the original to be given to the assistant superintendent for personnel to be placed in my personnel folder.

PROFESSIONAL GROWTH

Source: American School Counselor Association, Special Committee Counselor Evaluation Model—August 1981.

Counselor Analysis of Evaluation Process

Explanation

Follow-up is essential to the most meaningful and effective process for appraising job performance. Consequently, the ______________________________ school staff will have opportunity to analyze the total evaluation process and return their reactions on a computerized response sheet. These results will serve as the basis for the revision of the evaluation instrument (form) and the handbook on evaluation.

Directions

(Directions for completing the computerized sheet are given here.)

---

1. Were you evaluated this year? Yes ☐ No ☐
2. Do you feel that you are adequately informed about the evaluation process and the evaluation form? Yes ☐ No ☐
3. Do you feel that the evaluation process is a continuing process? Yes ☐ No ☐
4. Do you feel that you understand how the total process is to be used? Yes ☐ No ☐
5. Do you feel that the evaluator is qualified to evaluate you? Yes ☐ No ☐
6. Do you feel that the process is a cooperative effort between you and the evaluator? Yes ☐ No ☐
7. Do you feel that the evaluation process will lead to an improvement of instruction or service? Yes ☐ No ☐
8. Do you feel that the rating scale is fair? Yes ☐ No ☐
9. Do you feel that the narrative comments will help you improve your job performance? Yes ☐ No ☐
10. Do you feel that the form is fair and objective? Yes ☐ No ☐
11. Do you feel that the items adequately describe job requirements? If not, please specify by category and item number on back of response sheet. Yes ☐ No ☐
12. Do you feel that all items are self-explanatory? If not, please specify by category and item number on back of response sheet. Yes ☐ No ☐
13. Please list any specific suggestions for improvement, either additions or deletions, on the back of the response sheet.

Adapted from the Kanawha County Schools, Charleston, WV, by the American School Counselor Association.

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Appendix H1

Administrator Assessment of the Guidance Program

School ______________________________ **Date** ____________________

Your frankness in answering this questionnaire will be most helpful in assessing present strengths and determining future directions of the guidance program in your school.

		Yes	No	Uncertain
1.	Are students, teachers, parents, and community informed about the school guidance program?	☐	☐	☐
2.	Has the counselor provided leadership in creating good public relations for the guidance program?	☐	☐	☐
3.	Has there been an inservice to help the staff understand the guidance program?	☐	☐	☐
4.	Does your counselor have adequate clerical assistance?	☐	☐	☐
5.	Does the counselor have suitable facilities which provide visual and auditory privacy?	☐	☐	☐
6.	Are provisions made for group guidance activities?	☐	☐	☐
7.	Has an adequate budget been provided for needed materials and supplies?	☐	☐	☐
8.	Do students have freedom to see the counselor?	☐	☐	☐
9.	Is there a planned orientation program for students each year?	☐	☐	☐
10.	Has the counselor talked with you about short- and long-range goals for the guidance program?	☐	☐	☐
11.	Does your guidance program staff have access to computer services?	☐	☐	☐
12.	Do you think that your teachers have accepted the guidance program as an integral part of the total school program?	☐	☐	☐
13.	Have adequate provisions been made for a systematic evaluation of the school-level guidance program?	☐	☐	☐
14.	Is there a comprehensive developmental guidance curriculum on file?	☐	☐	☐

		Yes	No	Uncertain
15.	Do you think that students use the guidance services available?	☐	☐	☐
16.	Is there a guidance program advisory committee in the school?	☐	☐	☐
17.	Is the advisory committee functioning to aid the counselor in determining the needs of students?	☐	☐	☐
18.	Are data derived from the follow-up of graduates and dropouts used in planning the curriculum of your school?	☐	☐	☐
19.	Has the school system established administrative procedures for			
	(a) granting a request for access to student records,	☐	☐	☐
	(b) maintenance of records,	☐	☐	☐
	(c) security of records,	☐	☐	☐
	(d) transfer, storage, and disposal of student records?	☐	☐	☐
20.	Is career development an integral part of your total guidance program?	☐	☐	☐

21. What do you consider to be the major strengths of the guidance program?

22. What are the greatest needs of the guidance program?

If personnel or more counseling hours are needed, indicate numbers below.

Number of full-time counselor(s) ______________________

Number of part-time counselor(s) ______________________

Hours per week needed ______________________

Counselor Assessment of the Guidance Program

School ______________________________ **Date** ______________________

	Yes	No	Uncertain
I. Developmental Program Components			
A. Program Organization and Implementation			
1. Guidance activities for all students are included.	☐	☐	☐
2. Individual counseling, group guidance, and counseling services are scheduled for all students.	☐	☐	☐
3. Teachers are involved in planning the program.	☐	☐	☐
4. The results of a needs assessment are used in planning programs and activities.	☐	☐	☐
5. Inservice meetings with the staff are scheduled.	☐	☐	☐
6. A timeline for programs and activities is developed.	☐	☐	☐
7. Career guidance activities are provided for all students and cover decision-making skills, employment skills, and employment operations.	☐	☐	☐
B. Sequencing of the Developmental Guidance Program			
1. The plan for implementing grade-level activities has been carried out.	☐	☐	☐
2. Periodic checks were made to determine if all students were being served.	☐	☐	☐
3. Objectives in all three component areas (personal/social, career, and learning) were evaluated.	☐	☐	☐
C. Educational Program Planning			
1. Sessions were held with students on curriculum planning, learning styles, and study skills.	☐	☐	☐
2. Sessions were held with staff to share test information and suggest follow-up activities to improve student performance.	☐	☐	☐

	Yes	No	Uncertain
3. Sessions were held with teachers and students to discuss interpretation of tests.	☐	☐	☐
4. Data were collected on students with special needs and required follow-up done.	☐	☐	☐
5. Sessions on career development were provided for all students.	☐	☐	☐
D. Classroom Guidance			
1. Classroom units on areas of developmental guidance were coordinated with teachers.	☐	☐	☐
2. Sessions on planning classroom guidance were held with teachers.	☐	☐	☐
3. Career guidance activities were integrated into academic subject-area classes.	☐	☐	☐
E. Group Guidance and Counseling			
1. Special interest and needs activities based on a needs assessment were provided on the following topics during this period.			
Developing self-esteem	☐	☐	
Understanding change	☐	☐	
Individual differences	☐	☐	
Career exploration	☐	☐	
Communication skills	☐	☐	
Understanding world of work	☐	☐	
School expectations	☐	☐	
Learning process	☐	☐	
Decision making	☐	☐	
Others	☐	☐	
2. Evaluations are made of group guidance and counseling objectives.	☐	☐	☐
F. Orientation			
1. Visits are made to feeder schools in reference to orientation activities.	☐	☐	☐
2. Visits are made to the classroom in reference to the guidance program.	☐	☐	☐
3. Contacts are made with feeder schools about school programs and activities.	☐	☐	☐

	Yes	No	Uncertain
4. Sessions with each grade are held during this period.	☐	☐	☐
5. Meetings are held with administration and faculty in reference to curriculum concerns.	☐	☐	☐
G. Public Relations			
1. Meetings with the guidance committee are held regularly.	☐	☐	☐
2. Sessions are held to acquaint guidance publics with services available to them.			
A. Students	☐	☐	☐
B. Faculty	☐	☐	☐
C. Parents	☐	☐	☐
D. Community	☐	☐	☐
E. School Board	☐	☐	☐
3. Presentations were made to acquaint the public with the accomplishments in guidance.	☐	☐	☐

II. What problems did you encounter in conducting the guidance program?

III. What specific events did you experience that enhanced your program?

IV. Indicate the changes in and/or additions to guidance services that are planned or anticipated.

Source: Florida State Department of Education

Appendix H3

Teacher Assessment of the Elementary School Guidance Program

School ______________________________ **Date** ______________________________

We are interested in obtaining your feedback on the effectiveness of your school's guidance program. The results will be used to provide direction and make needed program improvements.

Please check the response that best represents your opinion.

	Yes	No	Uncertain
Developmental Guidance Experiences (Classroom)			
1. I am becoming more aware of guidance materials and techniques that can be used in the classroom through my involvement with the counselor.	☐	☐	☐
2. Our counselor plans appropriate activities for my classroom.	☐	☐	☐
3. Classroom guidance activities are effective in making children more aware of their own behaviors and feelings.	☐	☐	☐
4. Classroom guidance activities are effective in making children aware of the needs and feelings of others.	☐	☐	☐
5. Our counselor's classroom presentations reinforce skills and attitudes that I believe children should be learning.	☐	☐	☐
6. Our counselor attempts to involve me in the planning of classroom activities.	☐	☐	☐
7. I am involved during the classroom presentation activity along with the counselor.	☐	☐	☐
8. I feel more comfortable about classroom guidance materials and techniques now than I have in the past.	☐	☐	☐
9. Classroom guidance activities can be observed to affect the children positively in other areas of their lives.	☐	☐	☐
Individual and Small-Group Counseling			
10. Counseling helps students develop personal and interpersonal problem-solving skills.	☐	☐	☐
11. Our counselor works effectively with all students, not just "problem" students.	☐	☐	☐

		Yes	No	Uncertain
12.	Our counselor helps students understand the concept of change.	☐	☐	☐
13.	Our counselor helps students to better understand and accept themselves.	☐	☐	☐
14.	Counseling activities help students learn to communicate with peers and adults.	☐	☐	☐
15.	Counseling has a positive effect in resolving students' peer-group conflicts.	☐	☐	☐
16.	Our counselors help students understand their own learning abilities and how best to use them.	☐	☐	☐
17.	Our counselor provides me with regular and meaningful feedback regarding children who are receiving counseling.	☐	☐	☐
18.	As a teacher, I can see positive changes in students who receive individual or small-group counseling.	☐	☐	☐
19.	I am satisfied with the individual and group counseling services.	☐	☐	☐

Consultation

20.	Our counselor contributes constructive ideas and suggestions that support me as a teacher.	☐	☐	☐
21.	Our counselor makes a sincere effort to be available to discuss children in my room.	☐	☐	☐
22.	Our counselor communicates frequently with me and the parents of the children he/she works with.	☐	☐	☐
23.	I seek the assistance of the counselor in helping students.	☐	☐	☐
24.	Our counselor is effective with parents.	☐	☐	☐
25.	Our counselor is a good resource person in helping me work with my students.	☐	☐	☐
26.	Guidance and counseling has a positive effect on the school climate as a whole.	☐	☐	☐

27. How would you describe the overall guidance services in your building?

28. The most valuable services offered by the counselor are:

29. Suggestions for improvement are:

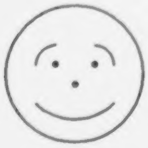
*While this assessment is designed specifically for elementary school guidance programs, the same basic premises may be used to develop evaluation instruments for middle/junior high school and high school guidance programs.

Student Assessment of the Primary School Guidance Program

Directions to teacher: This instrument is designed to elicit primary students' reactions to the school counselor, as they are unlikely to be able to think in terms of the guidance program as a whole. Please read the following instructions and questions to students in your class to help determine their understanding about the counselor/guidance program.

Instructions: I am going to ask you some questions today to help us improve our school. After I ask a question, put an X on the face that best fits the way you feel.

1. I know who my counselor is.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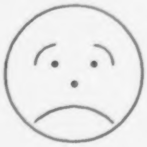
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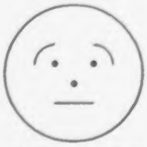
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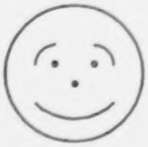
2. My counselor knows who I am.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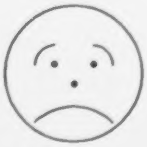
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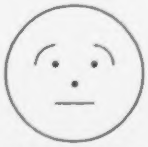
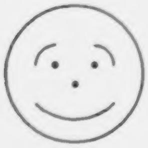

NOT SURE

3. My counselor has visited my classroom to talk to my class.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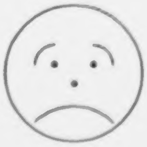
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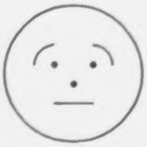
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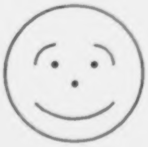
4. My counselor helps me understand why some students are different from me.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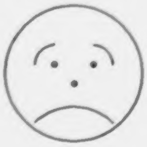
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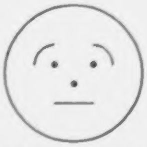
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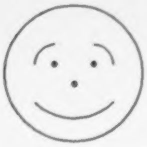
5. My counselor talks with me when I am sad.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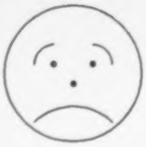
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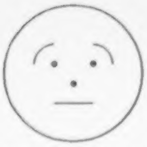
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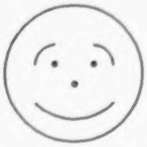
6. My counselor talks with me about may school work.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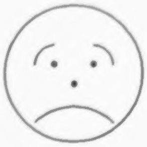
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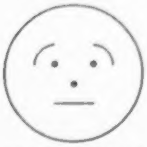
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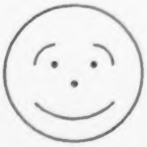
7. My counselor talks with me about myself and others.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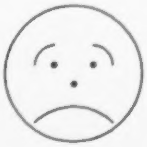
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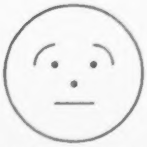
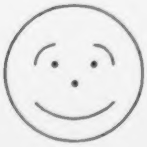

NOT SURE

8. My counselor helps groups of boys and girls feel better.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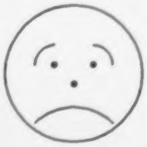
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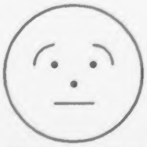
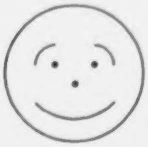

NOT SURE

9. I can visit the counselor's room when I need to.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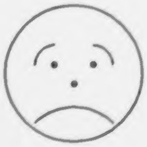
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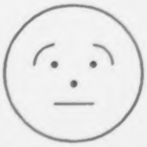
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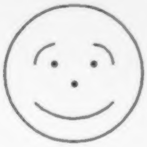
10. If you needed help with a problem, would you talk with your counselor?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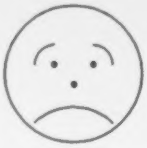
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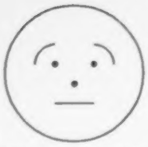
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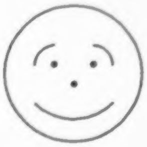
11. If you need to see your counselor, would the counselor have time to see you?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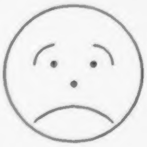
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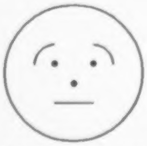
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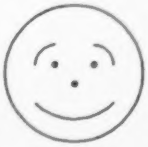
12. Has your counselor helped you?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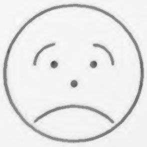
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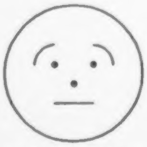
NOT SURE

Appendix H5

Student Assessment of the Elementary School Guidance Program

School ________________________ **Grade** __________ **Date** __________

The questions below will help us improve the guidance services of our school. Please put an X in the proper box beside the question. If you think the answer is YES put an X in the yes box, if the answer is NO put an X in the no box. You may, however, not be sure if the answer is yes or no. In that case, put an X in the box marked UNCERTAIN.

	Yes	No	Uncertain
1. Do you have a counselor in your school?	☐	☐	☐
2. Do you talk in your classes about ways you can feel good about yourself?	☐	☐	☐
3. Do you talk about ways to get along better with other students in your class?	☐	☐	☐
4. Do you listen to special stories about how to get along better with other people?	☐	☐	☐
5. Have you been given information about different jobs people have?	☐	☐	☐
6. Have you been given information about learning styles?	☐	☐	☐
7. Have you been taught how to get along with other students and adults?	☐	☐	☐
8. Can you talk about your feelings to adults in school?	☐	☐	☐
9. Do you understand how effort and results are related?	☐	☐	☐
10. Do you understand the meaning of work?	☐	☐	☐
11. Do you know where you can go if you have a problem?	☐	☐	☐

Student Assessment of the Middle/Junior High School Guidance Program

School ______________________ **Grade** ________ **Date** ____________

Your answers on this questionnaire will help us determine present strengths and the future direction of the guidance program. Any suggestions that might help us provide better services would be most welcome. Please write any comments and/or suggestions in the space provided.

	Yes	No	Uncertain
1. Do you know which member(s) of your school staff is(are) your school counselor(s)?	☐	☐	☐
2. When you entered your present school, were you helped to make a good adjustment to it?	☐	☐	☐
3. Is your counselor available to talk with you when you feel it is necessary?	☐	☐	☐
4. Have you been able to discuss your feelings about your personal emotional, physical, and intellectual development?	☐	☐	☐
5. Have you been helped to plan the subjects and activities you want and need to take while you are in junior high/middle school?	☐	☐	☐
6. Do you have opportunities to plan and participate in group discussions about personal/social problems?	☐	☐	☐
7. Do you have access to the information you want and need about the various careers you might like to consider?	☐	☐	☐
8. Does your school make information about post-high school opportunities (colleges, technical institutes, other schools, jobs, etc.) available for your use?	☐	☐	☐
9. Have you been taught decision-making skills so you can plan what to do when you finish high school?	☐	☐	☐
10. Does your counselor help you understand the meaning of your standardized test scores (ability, achievement, other) and relate them to your future plans?	☐	☐	☐
11. Have you ever visited the guidance office to talk with your counselor?	☐	☐	☐

	Yes	No	Uncertain
12. Do you know what information on careers is available in the guidance office?	☐	☐	☐
13. Do your teachers talk about the possible careers related to the subjects they teach?	☐	☐	☐
14. Has the counselor visited your classroom to share information with you (careers, drugs, dating, etc.)?	☐	☐	☐
15. Have you been helped to plan the subjects and activities you want and need to take in high school?	☐	☐	☐
16. Do you think you have learned to cope with a rapidly changing world?	☐	☐	☐
17. Have you received any help at school in improving your study habits and skills?	☐	☐	☐
18. Have you been taught communication skills?	☐	☐	☐
19. Have you learned acceptable conflict management skills?	☐	☐	☐
20. Do you understand learning styles and how they relate to you?	☐	☐	☐

Please make any comments which could help improve guidance services in your school.

Appendix H7

Student Assessment of the High School Guidance Program

School ______________________ **Grade** ________ **Date** ____________

Your honest opinion in answering this questionnaire will be most helpful in determining the strengths of and providing future direction for the guidance program in your school.

	Yes	No	Uncertain
1. Do you know which member of your school staff is your school counselor?	☐	☐	☐
2. Can you visit the guidance office when the need arises?	☐	☐	☐
3. Have you been able to discuss personal relationships and independence?	☐	☐	☐
4. Have you had an opportunity to discuss the importance of a good education and how to plan for it?	☐	☐	☐
5. Have your teachers stressed the relationship between the courses you are taking and careers you may choose?	☐	☐	☐
6. Has your counselor interpreted the meaning of your test scores and discussed them in relation to planning your educational and career goals?	☐	☐	☐
7. Do you feel that the counselor is accessible when you need to see him/her?	☐	☐	☐
8. Have you been taught decision-making skills?	☐	☐	☐
9. Do you have access to information you want and need about various occupations you are now considering?	☐	☐	☐
10. Have you had the opportunity to discuss personal problems with your school counselor either individually or in groups?	☐	☐	☐
11. Do you have access to the information you want and need about colleges and other schools which offer post-high school education?	☐	☐	☐
12. Do you know about financial aid for post-high school education?	☐	☐	☐
13. Has your school given your parents or guardian an opportunity to discuss your educational plans?	☐	☐	☐

	Yes	No	Uncertain
14. Were you helped when you entered your new school to learn how to get along in it?	☐	☐	☐
15. Have you been assisted in learning to cope with change and the future?	☐	☐	☐
16. Have you been helped to plan the school activities you would like to participate in while in high school?	☐	☐	☐
17. Were you helped to become familiar with the employment possibilities in your community and the surrounding areas?	☐	☐	☐
18. Have you received any help from your school in improving your study skills?	☐	☐	☐
19. Were you helped with career planning and information, career preparation, and selection of courses?	☐	☐	☐
20. Have you been taught employment-seeking skills (job interviewing, resume writing, filling out applications, and others)?	☐	☐	☐
21. Have you had an opportunity to participate in group discussions about the concerns of high school students?	☐	☐	☐
22. Is there anyone in your school who can assist you in securing employment?	☐	☐	☐
23. Have you taken an interest inventory to help you in planning your career?	☐	☐	☐
24. Have you had an opportunity to participate in career days or occupational fairs?	☐	☐	☐

Please add any comments that would help improve the guidance services in your school.

Appendix H8

Parent Assessment of the Elementary School Guidance Program

School ______________________________ **Date** ______________

Below is a brief opinion form concerning your child's guidance program. We would greatly appreciate your taking a few minutes to complete the form and return it to the school. The results of this survey will be used to revise and strengthen guidance services for your child. Thank you for your time and assistance.

Directions: Please check one response for each statement.

	Yes	No	Uncertain
1. I know who my child's counselor is.	☐	☐	☐
2. My child has talked positively about the school counselor at home.	☐	☐	☐
3. I have talked with my child's counselor.	☐	☐	☐
4. The elementary counselor works with all the children in the school.	☐	☐	☐
5. If I had a concern about my child's program in school, I would feel free to contact the counselor.	☐	☐	☐
6. There is a need for a counselor in the elementary school.	☐	☐	☐
7. Counseling services have been helpful to my child in some special way this year.	☐	☐	☐
8. If my child had a special problem or concern about school or school-related activities, I would encourage him/her to talk with the counselor.	☐	☐	☐
9. My child's counselor has been available when I have tried to make contact.	☐	☐	☐
10. I would like to know more about the services provided by the elementary counselor.	☐	☐	☐
11. I would like to see small groups established for parents who wish to discuss various problems.	☐	☐	☐

	Yes	No	Uncertain
12. The counselor has helped my child be more aware of his/her own emotional, physical, and intellectual development.	☐	☐	☐
13. The counselor has helped my child to understand individual differences.	☐	☐	☐
14. The counselor has helped my child to begin exploring various career areas.	☐	☐	☐
15. The counselor has helped my child to understand the learning process.	☐	☐	☐
16. The counselor has helped my child to learn communication skills.	☐	☐	☐
17. The counselor has helped my child to understand the school environment and its expectations.	☐	☐	☐
18. The counselor has helped my child to understand the process of goal setting.	☐	☐	☐

Parent Assessment of the Middle/Junior High School Guidance Program

School ______________________________ **Date** ______________

Below is a brief opinion form concerning your child's guidance program. We would greatly appreciate your taking a few minutes to complete the form and return it to the school. The results of this survey will be used to revise and strengthen guidance services for your child. Thank you for your time and assistance.

Directions: Please check one response for each question or statement.

	Yes	No	Uncertain
1. I know which member of the school staff is my child's counselor.	☐	☐	☐
2. I have visited my child's guidance office.	☐	☐	☐
3. All students have access to counseling services.	☐	☐	☐
4. If I had a concern about my child's program in school, I would feel free to contact the counselor.	☐	☐	☐
5. Counseling services have been helpful to my child in some special way this year.	☐	☐	☐
6. My child's counselor has been available when I have tried to contact him/her.	☐	☐	☐
7. I would like to know more about the services provided by the counseling program.	☐	☐	☐
8. The counseling program has helped my child be more aware of his/her own emotional, physical, and intellectual development.	☐	☐	☐
9. Does your child have access to information he/she needs about colleges and other schools which offer post-high school education?	☐	☐	☐
10. Children are allowed and encouraged to provide input into school programs.	☐	☐	☐
11. My child has been helped with career planning and selection.	☐	☐	☐
12. Information about post-high school opportunities (colleges, technical institutes, other schools, jobs, etc.) is given to all students.	☐	☐	☐
13. My child has been helped to improve his/her study skills.	☐	☐	☐

	Yes	No	Uncertain
14. My child has been taught conflict resolution skills.	☐	☐	☐
15. My child has been taught to understand personal relationships and independence.	☐	☐	☐
16. My child has been taught decision-making skills.	☐	☐	☐
17. My child understands the class options and the impact class selection will have on future plans.	☐	☐	☐
18. My child understands learning styles and how they relate to him/her.	☐	☐	☐
19. The guidance program is helping my child cope with a changing world.	☐	☐	☐
20. The guidance program has helped my child develop problem-solving skills.	☐	☐	☐
21. The guidance program has helped my child understand and use good communication skills.	☐	☐	☐

Please add any comments that would help improve guidance services in your child's school.

Appendix H10

Parent Assessment of the High School Guidance Program

School ______________________________ **Date** ______________

Below is a brief opinion form concerning your child's guidance program. We would greatly appreciate your taking a few minutes to complete the form and return it to the school. The results of this survey will be used to revise and strengthen guidance services for your child. Thank you for your time and assistance.

Directions: Please check one response for each question or statement.

	Yes	No	Uncertain
1. I know which member of the school staff is my child's counselor.	☐	☐	☐
2. I have visited my child's guidance office.	☐	☐	☐
3. All students have access to counseling services.	☐	☐	☐
4. If I had a concern about my child's program in school, I would feel free to contact the counselor.	☐	☐	☐
5. Counseling services have been helpful to my child in some special way this year.	☐	☐	☐
6. My child's counselor has been available when I have tried to contact him/her.	☐	☐	☐
7. I would like to know more about the services provided by the counseling program.	☐	☐	☐
8. The counseling program has helped my child be more aware of his/her own emotional, physical, and intellectual development.	☐	☐	☐
9. Does your child have access to information he/she needs about colleges and other schools which offer post-high school education.	☐	☐	☐
10. Financial aid information has been made available for all children.	☐	☐	☐
11. Children are allowed and encouraged to provide input into school programs.	☐	☐	☐
12. My child has been given employment information.	☐	☐	☐
13. My child has been helped with career planning and selection.	☐	☐	☐

	Yes	No	Uncertain
14. My child has been taught employment-seeking skills, (job interviewing, resume writing, filling out applications, etc.).	☐	☐	☐
15. My child has been helped to improve his/her study skills.	☐	☐	☐
16. My child has been taught conflict resolution skills.	☐	☐	☐
17. My child has been taught to understand personal relationships and independence.	☐	☐	☐
18. My child has been taught decision-making skills.	☐	☐	☐
19. My child understands the class options and the impact class selection will have on future plans.	☐	☐	☐
20. My child understands learning styles and how they relate to him/her.	☐	☐	☐

Please add any comments that would help improve guidance services in your child's school.

Developmental Guidance Programs in Selected Wisconsin School Districts

The school districts listed below have on file with the Department of Public Instruction information on their school guidance programs and curriculums. School district personnel looking for specific activities and ideas may wish to contact the districts listed.

Altoona School District
1903 Bartlett Avenue
Altoona, WI 54720
(715) 839-6033

Appleton Area School District
P. O. Box 2019
Appleton, WI 54913
(414) 735-6161

Ashwaubenon School District
1055 Griffiths Lane
Green Bay, WI 54304
(414) 497-4377

Beloit Turner School District
1231 Inman Parkway
Beloit, WI 53511
(608) 362-0771

Eau Claire Area School District
500 Main Street
Eau Claire, WI 54701
(715) 834-8104

Fall Creek School District
336 Hoover Avenue
Fall Creek, WI 54742
(715) 877-2123

Fond du Lac School District
72 South Portland
Fond du Lac, WI 54935
(414) 929-2900

Green Bay School District
200 South Broadway
P.O. Box 1387
Green Bay, WI 54305
(414) 497-4000

Hamilton-Sussex School District
W220 N6151 Town Line Road
Sussex, WI 53089
(414) 246-6471

Menasha School District
449 Ahnaip Street
P.O. Box 360
Menasha, WI 54952
(414) 729-5070

Milton School District
409 North Janesville Street
Milton, WI 53573
(608) 868-7811

New Berlin School District
4333 South Sunny Slope Road
New Berlin, WI 53151
(414) 786-1440

Osseo-Fairchild School District
13th and Francis
Osseo, WI 54758
(715) 597-3141

Racine School District
2220 Northwestern Avenue
Racine, WI 53404
(414) 631-7171

Rhinelander School District
Acacia Lane
Rhinelander, WI 54501
(715) 362-3465

Sheboygan Area School District
830 Virginia Avenue
Sheboygan, WI 53081
(414) 459-3500

Superior School District
823 Belknap Street
Superior, WI 54880
(715) 394-0601

Verona Area School District
300 Church Street
Verona, WI 53593
(608) 845-6451

A Systems Approach to Individual Learning and Development

by Dennis Van Den Heuvel

The pupil competencies in the Wisconsin Developmental Guidance Model are based upon the work of a number of developmental theorists. Appendix J presents a compilation from developmental theories of age-appropriate capabilities, skills, and behaviors and the guidance needs of children and adolescents at the various developmental stages.

Age/Grade Level	Emerging Physical and Psychological Capabilities	Micro-System Integration	Macro-System Integration	Indentifying Behaviors	Developmental Correlates	Expected Functional Skills Repertoire	General Guidance Needs
Age 1–4 years Preschool	-Sensory motor skills -Basic recall/memory -Language acquisition/usage -Physical motor skills -Imagination/ symbolic imagery -"Present" time orientation	-Body awareness -Self-awareness -Security -Imitation and modeling styles -Managing bodily functions -Simple cause-effective relationships	Primary 1. Family 2. Siblings Secondary 1. Child care adults 2. Child care mates 3. Culture 4. Family & community religious moral orientation	-Observing -Testing physical -Imitating -Obeying/ conforming -Modeling -Memorizing -Labeling -Immediate gratification	-Presocial differentiation -Impulsive (Loevinger) -Sensorimotor stage (Piaget) -Psychological survival orientation, physical satisfaction (Maslow) -Physical morality (Kohlberg) -Nonintegrated knowledge (Bloom) -Symbolic play (Hunt) -Cognition (Guillford)	-Basic physical motor skills -Sensory knowledge processing -Self-control - physical and social -Language-modeling/ usage -Cultural absorption -Sense of obedience and consequences of behavior -Acknowledgment of sources of gratification -Basic sense of fair play	-Recognition of basic security and support from primary and secondary macro-systems -Stimulation of micro-systems through incidental and structured learning situations provided through macro-systems -Basic & consistent set of personal, social, cultural, and moral parameters established through the macro-systems -Reinforcement for intellectual and social achievements

Age/Grade Level	Emerging Physical and Psychological Capabilities	Micro-System Integration	Macro-System Integration	Indentifying Behaviors	Developmental Correlates	Expected Functional Skills Repertoire	General Guidance Needs
Age 5–10 years Grades K-6	–Concrete operations on reality –Symbolic representation and reflex knowledge –Active memory –Effective language usage –Inventions of abstract combinations and associations –Gender identification and relationships –Physical coordination	–Awareness of self in social context –Sense of conformity and duty –Awareness of psychological self –Sense of physical, intellectual potency –Acclimation to social, cultural, and gender stereotyping –Self-monitoring –Expanded awareness of cause-effect relationships –Temporal orientation to past-present-future	Primary 1. Family 2. School 3. Peers Secondary 1. Local community 2. Neighborhood 3. Church, clubs –Socio-economic status –Cultural heritage –Group/team membership	–Recognizing –Modeling –Short-term predicting –Effective verbal communication –Insight into causes of things –Imagining –Converting –Transformations –Convergent thinking –Cooperating –Obeying –Role playing –Responding –Personal satisfaction with learning and achieving –Labeling –Identifying –Memorizing	–Concrete operations (Piaget) –Social modeling (Bandura) –Self-protective, conformist, opportunistic (Loevinger) –Safety, love, affection, belongingness (Maslow) –Conformity, duty, social approval (Kohlberg) –Comprehension, responding (Bloom) –Memory (Guilford)	–Sense of fair play –Social competition and cooperation –Understand the meaning of personal expectation –Know the criteria for self-evaluation (physical and intellectual) –Knowledge of authority and duty –Responsibility for learning and social relationships –Sense of personal potency (locus of control) –Effective intra- and inter-personal communication –Social adaptation: limits of conformity and deviation –Social norms –Moral norms –Cultural norms –Self-concept of identity	–Basic evaluation and monitoring skills –Basic problem-solving techniques to cope with intellectual and social conflicting situations –Social ethics –Basic learning techniques and habits –Recognition of social support systems (parents, school staff, church, peers, community, neighbors) –Evaluate the quality of various support systems –Coping skills for personal welfare: physical, intellectual, social, and emotional –Social communication training –Ability to effectively utilize and integrate various micro- & macro- support systems

Age/Grade Level	Emerging Physical and Psychological Capabilities	Micro-System Integration	Macro-System Integration	Indentifying Behaviors	Developmental Correlates	Expected Functional Skills Repertoire	General Guidance Needs
Age 11–14 years Grades 7-9	-Formal operations -Abstract & logical thinking -Self-concept of intellectual and social identity -Initial introspection and utilization of reflex knowledge -Time-projective skills -Sexual identity resolution	-Identification of self-concept and self-esteem in family, school, peer contexts -Sense of potency to influence personal and social systems -Acknowledgment of personal intellectual and social capabilities -Affiliation with reference groups -Awareness of parameters of independence -Sex-role orientation	Primary 1. Family 2. Peer group 3. School 4. Community Secondary Cultural and status affiliations -Local media & politics -Local laws and mores (social and religious) -Local concepts of work and productivity	-Reacting -Revolting -Screening -Applying -Changing -Sorting -Judging -Coping -Modeling -Choosing -Preparing -Valuing -Categorizing -Classifying -Distinguishing -Cooperating	-Initial formal operations -Individual & situational role taking (Piaget) -Validation of self-efficacy -Self-referent thought (Bandura) -Social cognition -Meta-cognitive knowledge (Falvell) -Interpersonal concordance -Esteem (Kohlberg) -Self-respect/ esteem (Maslow) -Conscientiousness (Loevinger) -Application, valuing (Bloom) -Convergent/ divergent (Guilford)	-Problem-solving techniques -Application of content knowledge -Sense of responsibility to self and others in social contexts -Active sense of self and social esteem -Evaluation of self in personal and social situations -Sense of cooperation and collaboration -Self-motivation and reinforcement techniques -Value identity and monitoring -Sex-role orientation	-Study skills -Problem-solving processes· -Clarification of personal, social, and religious value systems -Knowledge of sex roles-implications for educational/ social roles -Feedback on personal achievements and performance -Balance between cooperation and independence -Decision-making processes -Sense of control and responsibility for personal behavior -Social adaptation coping techniques

Age/Grade Level	Emerging Physical and Psychological Capabilities	Micro-System Integration	Macro-System Integration	Indentifying Behaviors	Developmental Correlates	Expected Functional Skills Repertoire	General Guidance Needs
Age 15–19 years Grades 10-12	-Mature formal operations -Abstract and logical thinking -Functional past-present-future time perspective -Psycho-physical integration -Personal potency to act upon concrete and abstract realities -Mature symbolic communication -Complex mental associations & relationships	-Awareness of personal potencies -Self-concept in various social contexts -Internalization of values -Evaluation of self in social contexts -Academic and social self-esteem -Awareness of shift from passive to proactive projection -Unique reality coping style -Competition	Primary 1. Peer group 2. School/work settings 3. Friends Secondary 1. Family 2. Social status (present & aspirations) -Cultural conformity/ departure -Community groups -Social and religious mores -Government -Politics -Media -Economics	-Accommodating -Integrating -Projecting -Interacting -Exchanging -Coping -Managing -Synthesizing -Producing -Inventing -Creating -Evaluating -Judging -Comparing -Critiquing -Supporting	-Formal operations (Piaget) -Synthesis/ evaluation -Organization/ characterization (Bloom) -Autonomous/ integrated (Loevinger) -Self-actualization (Maslow) -Universal ethics (Kohlberg) -Evaluation (Guilford)	-Responsibility for personal decisions -Recognition of skills/ competency -Sense of self-evaluation in various situations -Personal assertiveness based on competence and interests -Collaboration, cooperation skills to achieve personal goals in social contexts -Ability to utilize past learning -Ability to project future goals/ objectives	-Decision-making skills -Goal-attainment scaling -Effective communication -Self and situational monitoring and evaluation techniques -Assertiveness training -Problem-solving techniques -Macro-system integration techniques -Recognition of self-esteem -Coping with uncertainty and conflict -Access rules to personal growth and to social institutions -Rites of passage

A Public Relations Example

Helping children to grow up*

John Halverson

Nipping it in the bud is always the smart way to attack a problem.

Happily, the New London school board recognized that last week when it approved the hiring of a full-time elementary counselor.

Previously, students with problems had to wait until they were in junior high school to obtain fulltime guidance. The junior high school counselor has only had time "to keep the lid on problems."

The junior high counselor's task was undoubtedly made even more difficult because there has been no counseling for elementary students. Without this counseling, problems which might have been stopped, or at least diagnosed, in the early stages have gotten unmanageable by junior high school.

There is nothing more necessary for a complete educational system than counseling.

All of us must remember the traumas of elementary school living — the peer pressure, the need to be liked, finding our own meaning. All these problems, as necessary to growing up as they are, also have an appreciable, sometimes devastating, effect on learning.

An early detection counseling system can help with these problems before it's too late.

Those denying the problem only have to look at the facts: 90 referrals for help have been made during the last two years. That many not seem like an overwhelming figure, but just consider how many pleas there might have been if there was some visible counseling system where children, parents, or teachers could go for help.

Critics of an elementary counselor have indicated that counseling is a parent's job. We shouldn't pay money for someone else to take care of our children, they say.

But what is forgotten is that counselors often work with the parents in order to point out problems of the children and work to solve them.

Problems which may not arise at home — or the parent doesn't recognize — many come into focus at school. This is where the elementary counselor can step in.

A good counselor will not circumvent the responsibility of the parent. He or she will merely add another dimension.

The elementary counseling system is a worthwhile way to assist in the tough business of growing up.

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*From: New London, *Wisconsin Press Star*, December 22, 1976. Mr. Halverson is editor of the *Press Star*.

This is one example of the kind of positive publicity school counselors can generate by maintaining close ties with local media. Such publicity can promote public awareness of and support for the school guidance program.

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